DOCUMENT RESUME

ED 460 449 EC 306 624

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TITLE	Reinventing Schools Research Project: Collaborative Research Project on the Merger of General and Special Education School Reforms. Final Report--Executive Summary (Long Version).
INSTITUTION	Oregon Univ., Eugene. Specialized Training Programs.
SPONS AGENCY	Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE	1997-00-00
NOTE	797p.; For the shorter version of this report, see EC 306 580. Some figures may not reproduce well.
CONTRACT	HO86D40002
AVAILABLE FROM	Schools Projects, Specialized Training Program, College of Education, 1235 University of Oregon, Eugene, OR 97403. Tel: 541-346-5313; TDD: 541-346-2466; Fax: 541-346-5517; e-mail: diannef@oregon.uoregon.edu.
PUB TYPE	Reports - Research (143) -- Tests/Questionnaires (160)
EDRS PRICE	MF05/PC32 Plus Postage.
DESCRIPTORS	*Curriculum Design; Delivery Systems; Educational Change; *Educational Innovation; Educational Policy; Elementary Secondary Education; *Inclusive Schools; Mainstreaming; Policy Formation; *Regular and Special Education Relationship; *Severe Disabilities; Teacher Collaboration; *Teacher Education

ABSTRACT

This final report describes the activities and outcomes of a federally-funded project that investigated how the inclusion of students with severe and other disabilities merges with larger efforts of educators, administrators, and parents to restructure and reform schools, and how to influence the directions of that merger. The project explored how school personnel blend together their reform agendas of both general and special education in 25 schools in 3 districts, and validated a set of procures of redesigning curriculum/teaching, ensuring student learning outcomes, and fostering student membership for maximally diverse groups of learners, including learners with severe disabilities. Results from the research indicate that durable change in the core of educational practice to include all students, involves three areas where action and attention is shifting: (1) from a focus on teaching to a focus on learning; (2) from a reliance on individual teacher practice to group practices; and (3) from an effort to "deliver service" to one of "providing learner supports." Attachments to the report include school products, articles and project products, including articles on inclusion and modules for designing classroom curriculum for personalized learning, and a problem-finding and problem-solving strategy. (Contains 53 references.) (CR)

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ED 460 449

REINVENTING SCHOOLS RESEARCH PROJECT:

Collaborative Research Project on the Merger of General and Special Education School Reform

CFDA 84.086D

FINAL REPORT – EXECUTIVE SUMMARY *(Long Version)*

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FINAL REPORT

Reinventing Schools Research Project: A Collaborative Research Project On The Merger Of General And Special Education School Reforms

Abstract

The Reinventing Schools Research Project attempted to investigate how the inclusion of students with severe and other disabilities merges with larger efforts of educators, administrators, and parents to restructure and reform schools, and how to influence the directions of that merger. The Project began with the assumption that successful school inclusion of students with disabilities must be a fully integrated part of a larger effort to reform local schools. Indeed, for students with the most severe disabilities to become fully participating members of their neighborhood schools, those schools must do more than simply create some isolated and sporadic opportunities for physically integrated activities. General education and special education must merge their agendas for reform in a shared effort to restructure curriculum, teaching, school organization, and community involvement to allow for teachers and learners to find success. In short, special education and general education, local districts and universities must join in a partnership to reinvent our schools.

The Reinventing Schools Research Project (RSRP) was designed to contribute to the achievement of reinvented schools through two research strands, each targeting a different level of the change effort:

> **Strand 1: Multi-Year School Case Studies.** This study of two schools -- one elementary, and one middle school in a rural community, documents how school personnel blend together the reform agendas of both general and special education. The study (1) identifies the supports and conditions conducive to achieving both inclusion and broader school reform, (2) the roles of personnel and how those roles change over time, and (3) the strategies and tools used by the schools to accomplish change.
>
> **Strand 2: Teacher Curriculum Studies**. This strand will validate a set of procedures for designing curriculum/teaching, ensuring student learning outcomes, and fostering student membership for maximally diverse groups of learners, including learners with severe disabilities. Developed in collaboration with both general and special educators already engaged in merging general and special education reforms in curriculum and teaching, the *Individually Tailored Education System* includes components for (1) curriculum design, (2) teaching design, (3) ongoing recording and reporting of student accomplishments and outcomes, and (4) observation and decision systems for facilitating student membership and a sense of community. Nine teachers will participate as co-researchers in the implementation and evaluation of these curriculum/teaching/membership tools.

The Reinventing Schools Research Project involved three primary objectives related to (1) conducting the multi-year school case studies, (2) conducting the teacher curriculum studies, and (3) improving existing products and generating new ones which contain both validated tools and research findings. The RSR Project embeded these three objectives within an overall interpretivist research design that included both qualitative and quantitative data and methods.

Purpose of Project

The Reinventing Schools Research Project (RSR) attempted to investigate how the inclusion of students with severe and other disabilities merges with larger efforts of educators, administrators, and parents to restructure and reform schools, and how to influence the directions of that merger. The Project began with the assumption that successful school inclusion of students with disabilities must be a fully integrated part of a larger effort to reform schools. The overall purpose of the RSR Project was to identify and fully describe the school structures and conditions necessary for effectively merging general and special education reform agendas, and to validate a set of heuristic tools that practitioners can use to guide their curriculum and teaching practices within the changing structures of schools.

Rationale for RSR

For more than two decades special educators in various places of the globe have been pursuing reforms in the design and delivery of special education services and supports. (Dalmau, Hatton & Spurway, 1991; Fullan, 1991; Fullwood, 1990; Gartner & Lipsky, 1987; O'Hanlon 1995). We have, or have had, *mainstreaming, integration, reverse mainstreaming, inclusion, inclusive schooling, inclusive schools*, and *schools for all*. Certainly these various slogans have meant different things in different countries at different times, and different things over time in single countries. Some initiatives have relied upon civil rights discourse to argue against separate, segregated or variously differentiated forms of schooling. Other reforms have focused more on how to incorporate specially designed, technically different, but needed teaching practices into general education settings and activities. Some reforms emphasized the needs of students with relatively mild, but troublesome, learning differences; others emphasized the needs of students with significant, even quite severe and multiple disabilities.

Despite these differences in meaning and focus a common vision of what these variously named reforms might mean is definitely emerging. In different ways, some countries have reached the conclusion that people with disabilities have a natural and rightful place in our societies. Schools, as one part of that society, should mirror this broader commitment. Of course, it is the resultant discussions, dilemmas, challenges, and questions that have occupied educators ever since as they have tried to understand not just what such a commitment might mean, but how to make it happen.

After years of research and effort pursuing a greater understanding of this commitment to inclusion, there is now increasing certainty among a growing number of educators that inclusive reforms in special education must be pursued in terms of the general education restructuring and improvement (Ferguson, 1995; Berres, Ferguson, Knoblock & Woods, 1996; National Association of State Boards of Education, 1990; Pearman, Huang, Barnhart, & Mellblom, 1992; Sailor & Skrtic, 1995; Skrtic, 1995; Tetler, 1995). Indeed, some have argued that unless this merging of effort occurs, special education reforms will only achieve partial success at best and may even end up reinforcing and maintaining the very assumptions and practices that the reforms seek to change in the first place.

The question of what needs to change in schools seems much larger than inclusion, special educators, or students with disabilities. It is about what schooling should be and could accomplish. As Eliot Eisner has put it, the question is "What really counts in schools?" (Eisner, 1991). Answering Eisner's question in the day to day life of schooling involves consideration of much more than students with disabilities and special educators.

For their part, and after a decade of renewed activity, general educators, too, are realizing that the efforts of renewal and reform that seemed adequate to resolve the educational problems of the past will simply not suffice this time. Doing better and more efficient schooling work (renewal) or changing existing procedures, rules, and requirements to accommodate new circumstances (reform) will not quiet the need, or calls for changes as we approach the next millennium. Instead, educators now argue, schools must begin to engage in the activities that will change the "fundamental assumptions, practices and relationships, both with the organization, and between the organization and the outside world, in ways that lead to improved student learning outcomes" (Asuto, Clark, Read, McGree, and de Koven Pelton Fernancez., 1994; Conley, 1991, p. 15; Elmore, 1996). Since many of these fundamental assumptions now in need of change helped to create the very separateness special education reforms seek to diminish, it is just such fundamental changes that might realize the vision of inclusion.

Yet in a recent review Cohen found "little evidence of direct and powerful links between policy and practice" (1995, p.11). Schools continue to struggle with an increasing diversity of students who challenge the common curriculum and ability-grouping practices long dominant throughout the system. At the same time, advancements in theories and practices of teaching and learning are leading to new focus on students' understanding and use of their learning rather than recall of facts or isolated skills. Even more challenging, students must demonstrate use or performance of their learning. Since those uses and performances might vary according to students' particular abilities, interests, and life purposes, how then do teachers respond to simultaneous calls for a single higher standard of achievement? In the face of such conflicting messages and challenges, school professionals are also facing a rapid erosion of financial support and public respect. Not only are they being asked to "do more with less," but they are blamed as incompetent for not accomplishing such an impossible task.

Issues and Actions

The RSR Project explored these complex dynamics in 25 schools in 3 districts over a three year period. The findings of RSR suggest that if fundamental change is to occur in teaching/learning for teachers and students, and the dual systems of special and general education merged into a unified system of all students, we must resolve three issues:

Issue 1: How does special education become an integral part of public schooling? Experience and research have well elaborated the complexity of this issue. One of the most straightforward involves how to deliver the specialty and support services long associated with special education. Another involves whether or not such an integration requires specialized personnel or personnel with various specialties. And perhaps most challenging: what to do with the current special educator complement who may not have the capacity to shift to new roles easily?

Issue 2: How will higher education, various research organizations, educational labs, institutes, and other research organizations in both general and special education need to change? In the same way that relationships in school will need to change, our relationships in higher education and research will also need to realign. Can we learn from each other or are the contingencies in such organizations incompatible with the very kind of cross pollination we are asking of school teachers? Are we asking the right questions, or do we need to refocus our efforts into arenas that are more directly responsive to the "definition of the situation" of people in schools?

Issue 3: How should families, individual community members, community agencies, and businesses participate in large scale school change? Many of our reforms have been slowed down, sometimes thwarted, by the families of the students our reforms seek to serve. It seems there is much room for communication and involvement with the families and communities in which we expect our students to use their learning. We might also consider the ways in which parents and other community members might contribute both knowledge and resources to school agendas.

The RSR project grew out of a desire to better understand these issues. This report summarizes what our research team has learned after three years trying to investigate these three issues in collaboration with schools in three rural districts in Oregon. Our involvements with the schools in the three districts have varied in time as well as tasks. Yet taken together, our efforts are documenting the ways in which schools are working in three arenas to support the inclusion of students with disabilities along with the gradual restructuring that could result in the kinds of fundamental changes that will lead to better learning for students and teachers alike.

Description of RSR

Our collaborations have focused primarily on assisting the schools and districts (1) to develop the comprehensive information systems necessary for school improvement planning and action, (2) to access needed professional development, and (3) to support individual and collective action research efforts. We have reported the details of our efforts and results elsewhere, though both our results and writing continue (Ferguson, 1995a; Ferguson, 1995b; Ferguson, 1996a; Ferguson, 1996b; Ferguson & Meyer, 1996; Ferguson & Ralph, 1996; Ferguson, Ralph & Katul, in review). Here we briefly summarize our activities across the schools and districts, and then offer some summary reflections about what we learned from these schools about the need to shift (1) from a focus on teaching to a focus on learning, (2) from a reliance on individual teacher practice to group practice, and (3) from an effort to "deliver service" to one of "providing learner supports". It is this attention to "core educational practices" (Elmore, 1996) or "central variables" (Conley, 1991) that is required both for large scale general education reform and successful integration of the special education reform of inclusion.

Legislation begun in 1987 and culminating in Oregon's *Educational Act for the 21st Century* (HB 3565) put Oregon in the forefront of the national calls for comprehensive school reform and restructuring with goals that meet and exceed those of *Goals 2000*. Hallmarks of the Act included an emphasis on identifying high outcome-based standards for all students with grade-level benchmarks, performance-based assessments, common curricular aims, emphasis on essential learning skills, use of developmentally appropriate practices and mixed age grouping at the elementary level and a new focus on career development and practice leading to certificates of initial and advanced mastery at the secondary level.

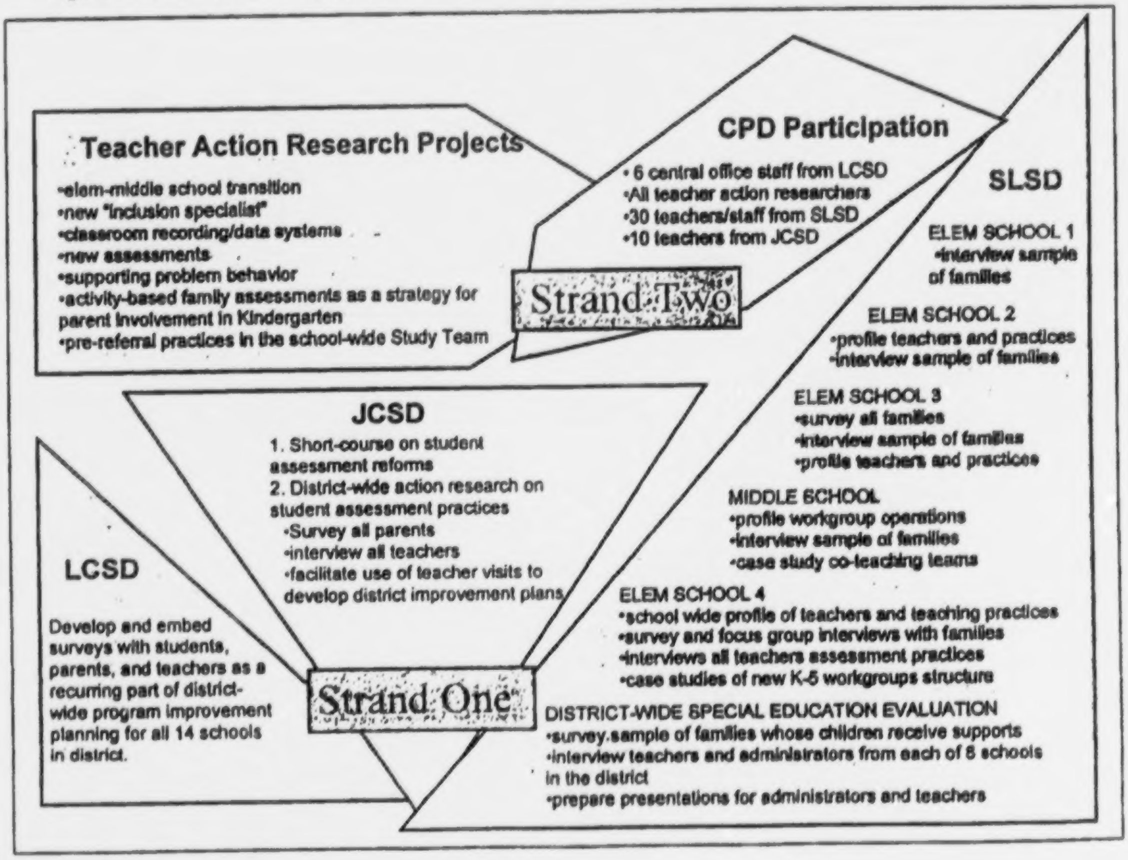
A simultaneous statewide initiative called "supported education" called for local school districts to move toward a flexible and creative array of supportive education services to provide a free appropriate public education to students with disabilities in general education classrooms. This initiative was one of five major goals for special education since 1989. Currently, virtually all of the local and regional education service districts have responded by restructuring services to students with disabilities so that they are more fully included in the learning life of the school community. In fact, according to 1995 data, 72% of students with disabilities in Oregon are receiving their schooling in general education classrooms compared to 63% in 1991.

These dual agendas set the stage for our collaborative research agreements with schools and districts to help them blend these initiatives together. The specific opportunity afforded by the reforms was the requirement that all districts, and thereby schools, develop individual school profiles upon which to base school improvement plans which would serve as templates for implementation of the various aspects of the comprehensive reforms. A strongly recommended strategy for implementing reforms was to pilot ideas using action research projects and then broadly disseminate and implement successful ideas.

Project Design

The *Reinventing Schools Research Project* (Ferguson, D., Ferguson, P., Rivers & Droege, 1994) targeted two strands of participatory research activity, each targeting a different level of the change effort. The first focused on developing collaborative research agreements with a small number of schools. Our thinking was that we could contribute to their school-wide profiling and action research agendas and in so doing would learn a good deal about embedding

Figure 1: Collaborative Research & Professional Development Activities with Three Rural Districts


Teacher Action Research Projects
•elem-middle school transition
•new "inclusion specialist"
•classroom recording/data systems
•new assessments
•supporting problem behavior
•activity-based family assessments as a strategy for parent involvement in Kindergarten
•pre-referral practices in the school-wide Study Team
CPD Participation
• 6 central office staff from LCSD
•All teacher action researchers
•30 teachers/staff from SLSD
•10 teachers from JCSD
Strand Two
SLSD
ELEM SCHOOL 1
•interview sample of families
ELEM SCHOOL 2
•profile teachers and practices
•interview sample of families
ELEM SCHOOL 3
•survey all families
•interview sample of families
•profile teachers and practices
MIDDLE SCHOOL
•profile workgroup operations
•interview sample of families
•case study co-teaching teams
ELEM SCHOOL 4
•school wide profile of teachers and teaching practices
•survey and focus group interviews with families
•interviews all teachers assessment practices
•case studies of new K-5 workgroups structure
DISTRICT-WIDE SPECIAL EDUCATION EVALUATION
•survey sample of families whose children receive supports
•interview teachers and administrators from each of 8 schools in the district
•prepare presentations for administrators and teachers
JCSD
1. Short-course on student assessment reforms
2. District-wide action research on student assessment practices
•Survey all parents
•interview all teachers
•facilitate use of teacher visits to develop district improvement plans
LCSD
Develop and embed surveys with students, parents, and teachers as a recurring part of district-wide program improvement planning for all 14 schools in district.
Strand One

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inclusion goals into broader school restructuring goals. Our second strand focused on supporting the efforts of individual teachers through both continuing professional development and practitioner action research. Figure 1 illustrates our activities across both strands, by our evolving collaborative strategies, which we then briefly summarize.

Strategies for Working with Schools

Strategy I: Continuing Professional Development

Well-educated and supported teachers have always been the backbone of school reform. Yet all too often our previous educational reforms have underinvested in teachers (Cremin, 1965; Darling-Hammond, 1995). Achieving teacher effectiveness, whether in general or special education, ultimately requires attention to more than the technical and content mastery so familiar to both fields of education. There must also be a broadened definition of teacher roles that includes multi-theoretical fluency, creative problem-finding and -solving, reflective and inquiry-based teaching, self-management, and ongoing professional growth (Baumgart & Ferguson, 1991; Goodlad, 1990; Grimmet & Erickson, 1988; Schon, 1983; Sarason, 1986). The dynamic nature of this process suggested to us that the traditional division of teacher education into preservice and inservice components is no longer viable if it ever was (Ferguson, Dalmau, Droege, Boles, Zitek, 1994a).

In response we developed a set of professional development alternatives grounded in a set of principles (Ferguson, D., & Ferguson, P., 1992; Ferguson, et al., 1994a). The most comprehensive offering has been a four course professional development sequence that occurs one night a week through the academic year with a two-week intensive course in June. During the period since Fall 1992 we have had roughly 250 teachers and other school staff participate in this course sequence, around 35-40 of these participants have been from the districts with which we have also pursued collaborative research. An important component of our professional development efforts has been to achieve as much diversity as possible in our participants. In the last sequence offered during 1996-97, for example, we had 8 graduate students preparing for initial licensure in special education, 13 general educators, 15 special educators, 6 substitute teachers, 4 educational assistants, 4 administrators or district consultants, 2 adult service professionals, and 2 family/school board members.

In two of these districts we have also provided shorter courses on student assessment reforms. These short sources involved 5 session of 2 hours each spread over a ten week period. At the end of each short course, participants peer-taught the faculty in their own buildings usually in a 2-3 session format spread over 3-5 weeks.

Strategy *II: School Information Systems*

As we began negotiating research agreements, it was clear to us that the effort to work as a whole school was a new challenge for most schools. Many individual teachers were experimenting with various aspects of reforms, all related to whole school change, but few efforts were really *school* reforms – collective efforts. We also noticed that school improvement planning tended to rely on a relatively small amount of information about student achievement using standardized measures that satisfied few school personnel. Moreover, teacher interests and preferences seemed to be largely ignored. In response we sought to help schools develop and gradually institutionalize more comprehensive information systems upon which to base their improvement planning.

Specifically, we helped schools develop and use qualitative-style surveys of parents, teachers, and students that were user friendly and generated rich information that could be summarized relatively easily with our help. We are continuing to embed the data analysis and summary systems in districts so as to minimize the need for outside collaborators for this step. We also engaged in more in-depth interviewing and observation within some schools to gather more information about practices and preferences of school faculty with regard to a variety of reform aspects. As part of this more in-depth profiling, we experimented with novel graphic presentation formats in order to improve the accessibility and heuristic nature of our research "reports" (Ferguson, 1996a). In one school district, we completed a district-wide assessment of the status of special education supports and services through a collaborative research agreement to help with the district's strategy planning in their school improvement efforts. Of special interest to the district was how many special education students were receiving instruction in general education classrooms, and how many of these students were participating in state assessments. Our future plans include embedding such more in-depth practices within schools through the use of community collaborators and partner schools that could provide such data collection and summary functions for each other.

During the course of the project, we worked on a contractual basis with two additional school districts. One district asked us to help them design, administer and analyze surveys for students, teachers and parents in their district. In the second district, we assisted in the development, administration and analysis of surveys with parents, and also did a series of interviews with and presentations for district staff. These two contracts were outgrowths of the project-related work we were doing in the other districts.

Not all our efforts are finished. We are still working within and across schools to embed these broader systems of data collection in continuous improvement processes. The point here is more that this strategy seems a necessary component of systemic change efforts and one often overlooked by schools and collaborators alike. For us, the information generated from these efforts contributed directly to the content in our professional development offerings, thus tying those efforts directly to empirically based school needs.

Strategy III: Individual and Collective Action Research

Our final strategy for collaborating with the school improvement efforts in three targeted districts involved working with individual teachers to use an action research approach to implementing reforms in their own practice. The teachers involved have all also participated in the year long professional development course sequence, and in most cases, their action research efforts targeted using some idea, tool, or approach gleaned from that professional development. In this way the content of the professional development efforts were validated through the individual teacher action research projects.

In JCSD we supported a district-wide action research effort to better inform all teachers about innovative teaching and student assessment practice. First we interviewed teachers and prepared a summary presentation of what they told us. Second, we surveyed parents' perspectives regarding both assessment practices and school services more generally. Finally we provided a process for teachers to document and analyze information collected during teacher visits to other schools in preparation for more specific recommendations for district resources allocation to support district improvement targets.

Project Findings

Unfortunately, and certainly unintentionally, much of the professional and popular literature about inclusion has focused attention on "all students", which is fast becoming special education advocacy code for trying to ensure the rights of still excluded learners. Yet for the values embedded in the notion of inclusion to ever be obtained in our schools, we must not be misdirected to focus just on all **students**. Rather, we must enlarge our perspective to **all** teachers, **all** curricular reforms, **all** teaching reforms, **all** support personnel, **all** policies, **all** strategies for student assessment, and so on.

Our experiences with the schools, districts, and teachers involved in our research and professional development efforts suggest that achieving this larger perspective, as well as durable change in the core of educational practice, will involve activity in three action arenas. Indeed, nearly all the specific work in our collaborative research agreements has focused within one or more of these arenas where action and attention is shifting (1) from a focus on teaching to a focus on learning, (2) from a reliance on individual teacher practice to group practice, and (3) from an effort to "deliver service" to one of "providing learner supports".

From a Focus on Teaching to a Focus on Learning

Historically we have cared most about what students *know*. Teachers must "cover" content, making sure that as many students as possible remember it all. We've assured ourselves that our schools are doing well through the scores students achieve on tests which measure their acquisition of this content – at least until the test is over. Much teacher work involved introducing new material, giving students various opportunities to practice remembering that content, and assuring all of us of their success by frequently testing memory and mastery in preparation for the official achievement assessments.

The confluence of demands upon schools as we move toward the largely unknown challenges of the next century is slowly shifting educators' focus away from what gets taught to what gets learned, and used. Elementary and secondary teachers in all the schools we've been working are experimenting with new curricular and teaching approaches that emphasize students' mastery not just of facts and content, but also of essential thinking skills like problem-solving, analysis, collaboration, and experimentation. Rather than measuring what students have remembered about what we've taught, educators are as interested in how students can demonstrate that they understand and can use whatever they've learned in school and in their various pursuits outside of school.

Many promising curricular and instructional approaches have emerged in general education. Some teachers, for example, design learning unique to each student through the logic of multiple intelligences and learning styles as well as various forms of direct skill teaching. The technology of brain imaging and related neurological research is supporting a wide range of long-used teaching practice and encouraging the development of new ones (e.g., Sylwester, 1995). Learning is increasingly active, requiring students not just to listen, but to learn by doing. Teachers are turning to projects, exhibitions, portfolios, along with other kinds of curriculum-based information and measurement strategies, to learn what students have learned and can do with their learning (e.g., Darling-Hammond, Ancess, & Falk, 1995; Fogarty, 1995; Harmin, 1994; Valencia, Hiebert & Afflerbach, 1994). The increasing availability of the Internet offers students an opportunity to access many forms of primary data in ways that are flexible, non-linear, and responsive to individual student interests and approaches to learning.

The values and logic behind these (and other) approaches can be extremely powerful when extended to all kinds of diverse learners, including special education labeled students. Nevertheless, this is also an area of schooling where the "cross-pollination" between general and special educators has yet to occur very thoroughly. For example, special educators have used activity-based assessment, individually-tailored curriculum, and locally-referenced, community-based instruction for some time now. They created these approaches precisely because they were concerned to use time well for students who might find learning difficult and labor intensive. Directly teaching students in ways that emphasized how they used their learning not only saved valuable time, but for some students was the only way for them to really appreciate their need to learn. For their part, general educators working with innovative designs of curriculum and teaching stretch their application to only part of the diverse students in schools today. Special education students generally fall outside the pale of such innovations in the minds of most general educators (and special educators familiar with them) even when the ideas and techniques would actually enrich and enable the learning of students with disabilities.

A major stumbling block in the synthesis of approaches that have emerged from both general and special education has been the documentation and reporting of student learning, both because standard grading and achievement measurement practices uncomfortably fit the new curriculum strategies, as well as because annually-written IEP goals and objectives rarely reflect or document all students actually learn in general education contexts.

Standards? Or standardization?

There is great confusion among teachers about the role of *higher, national, standards* for learning and the incorporation of diverse learning agendas and accomplishments (Gagnon, 1995; McLaughlin, 1995; Oregon Department of Education, 1996; United States Department of Education, Office of Special Education Programs, 1996). Does "standard" mean standardization in the sense of every student accomplishing exactly the same thing to the same picture of mastery, performance or other measurement? If so, how can any standard accommodate diverse students – especially students with disabilities? If the call for higher national standards means that children really excel – push themselves to do, know, understand just a little more than they thought they could – then how can we compare the achievement of high standards from one student to the next? Never mind, from one school, one district, one state to the next.

Our work with schools suggests that the entire standards discussion is confusing the requirements of program evaluation – *i.e. how well are our schools helping students* ***collectively*** *achieve our articulated standards of learning accomplishment?* – with teacher, student, and parent needs for individual student evaluation – *how is Sarah accomplishing our articulated standards of learning accomplishment? And how does that make sense for her?* Within any group of students, learning accomplishment for some proportion of the group will not necessarily look or be exactly the same as for others in the group. In fact, it would be very surprising if there weren't several different patterns of accomplishment in any group of students.

Finding a way to legitimate that some students in any group can accomplish a "standard" in different ways is at the heart of the standards dilemma. If "accomplishment" can mean different things for different students – certainly a logical outcome of the individually tailored curriculum and teaching practices being encouraged – then the various student accomplishments are difficult to "add up" in any straightforward way. Yet adding up accomplishments against a single defined standard is the essential requirement of program assessment. If everyone is achieving the standards in different ways, how can we know how well our schools are doing collectively?

This dilemma is possible to resolve if the requirements of program assessment are separated from the requirements of student assessment. Interestingly, parents interviewed and surveyed across one district and several other schools in our projects have indicated that the most informative ways for them to learn about their child's learning is through parent-teacher conferences, personal contact with teachers and other school personnel and seeing their children use their learning in their day-to-day lives. Reports, grades, and testing follow, in order of importance and usefulness. Others (e.g., Shepard & Bliem, 1995) investigating parent's preferences for information are also finding that traditional measures are viewed as less informative than some of the emerging performance-based assessments that focus more on individual student growth than acquisition of some standard.

It seems to us that every student and parent should receive individual feedback about how well the student is learning, how much growth she has accomplished during some period of time, and how his or her accomplishments compare to the national or community standard established for our students as a group. However, discretion must be possible in letting any individual student know how he or she is compared to others. There is no safety in numbers when your own individual achievement is compared. Teachers and parents should have the discretion to filter the comparative message for individual students in ways that encourage and enable interest and effort rather than discourage and disable it. Without interest and effort, learning is shallowly compulsory and soon divorced from use and pursuit.

At the same time, all students' various accomplishments can be summarized in individually anonymous ways to answer the question of how any particular school is achieving whatever the relevant agreed-upon standard for the students is collectively. In this way, the needs of program assessment and comparison can be met, while leaving the revelations of any particular student's accomplishment in the hands of teachers and parents – surely the best suited to decide. Those students within any group who do not achieve to some collective benchmark might have very good reasons for not doing so while still achieving the more general standard of excellent achievement in a particular area of focus, whether a common curriculum goal, an essential skill, or a learning outcome that emphasizes integration and use of learning in novel ways and situations. The interpretation of the meaning of accomplishment for individual students should rest with those most intimate with the student's learning. An accomplishment rate of 60-80% for any group of students on any collective benchmark would likely tell a school that they are teaching everyone well, and that 20-40% of their students are accomplishing the benchmark in unique ways (Reynolds, Zetlin & Wang, 1993). As in all good program assessment, the appropriateness of the collective data is best judged and used by those closest to the operation of the program. It is the teachers, staff and families that can best determine how the range of results reflects the students with whom they work or whether the collective results should encourage revision of curriculum and teaching practices.

Like changes in curriculum, this shift in focus on student learning and accomplishments will also require restructured teacher planning, new assessment strategies, and less reliance on proscribed curricula. But achieving such changes requires working in two additional arenas.

From Individual to Group Practice

Our current system has created teachers with different knowledge and information that is differently legitimated. General educators sometimes **know** some important things about the learners with disabilities integrated into their classrooms, but their status as "general" educators makes that knowledge automatically suspect and illegitimate in the face of the "official" knowledge possessed by special educators whose labels matched the student's. Even though general educators often spend more time observing and interacting with labeled students integrated in their classrooms, their presumed proper role and responsibility is to accept and implement the special educator's expertise as the system's approved specialist in teaching and learning for students with labels. As Seymour Sarason (1990) sees the situation,

> *School personnel are graduates of our colleges and universities. It is there that they learn there are at least two types of human beings, and if you choose to work with one of them you render yourself legally and conceptually incompetent to work with others (p. 258).*

Our research demonstrates that these assumptions do not hold up in practice, but more importantly, they can easily get in the way of effective learning for students with disabilities (Ferguson, 1996b; Ferguson & Meyer, 1996; Ferguson & Ferguson, 1992; Ferguson, Ralph, & Katul, in review, Ferguson, Ralph, Katul & Cameron, 1997). The nearly hundred year history of sorting and separating both students and teachers has resulted in very little common ground. General and special educators know a few of the same things about schools, teaching, and learning, but most of the knowledge and skills they rely upon to fulfill their professional responsibilities seem so unique – even mysterious – that sometimes they must feel as if they are barely in the same profession. Legitimating one teacher's knowledge over another is an artifact of our history that is just as insupportable as creating the separations in the first place. It seems clear to me that rethinking our approach to inclusion as but one dimension of a broader general education restructuring must have as one of its goals to increase the common ground of knowledge and skills between general and special educators.

Having said that, let me hasten to add that I am not arguing for **all** educators to become "generalists" or "Super Teachers" who are presumed to possess **all** the skills and information needed to serve the learning of **all** students. I think it very unlikely that anyone could possibly achieve such mastery and competence. Rather, instead of assigning only one teacher to a classroom of 20 or more learners, or to a content area with instructional responsibility for 150-250 students, groups of teachers be collectively responsible for groups of diverse learners. Only through group practice will educators be able to combine their talents and information and work together to meet the demands of student diversity in ways that retain the benefits and overcome the limits of past practice.

These groups of teachers can bring to the task both a common store of knowledge and skills, but also different areas of specialty. In order to achieve a shift from individual to group teaching practice, we must build upon the current collaboration initiatives among educational professionals in two ways. If collaboration means anything at all, surely it means that two or more people create an outcome for a student that no one of them could have created alone. Group practice creates just such an ongoing, dynamic context, helping educators with varying abilities to contribute to the kind of synergy necessary for effective collaboration.

Replace restrictive assignments with shared assignments

Current teacher licensure practices tend to be restrictive, limiting the students an educator can teach to specific categories. Of course, some of these categories are broader than others, ranging from specific disabilities ("LD" or "MR" certifications for learning disabilities and mental retardation respectively) to "levels" of students ("mild", "severe") to disability types and particular ages (secondary severe, or elementary LD). One key feature of mixed-ability group teaching practice, particularly as we await changes in certification requirements to reflect the restructuring of schools, is that teachers share working with all children and youth as part of a team, regardless of their formal preparation or the labels on their certification. This step seems critical because it is one of the most efficient ways for teachers more narrowly educated to "cross-pollinate", quickly increasing the size of their common ground. More importantly, shared assignments create the contexts in which genuine collaboration can occur.

We have encountered a number of schools pursuing group practice through shared assignments. A common first step among special educators is to assign various special education support staff within a building – resource room teacher, speech/language specialist, Title 1 teacher, previous self-contained classroom teacher – to a smaller number of classrooms where they can be responsible for students with all the labels they had each separately served across a much larger number of classrooms. While the previous resource room teacher may feel unprepared to assist the student with significant multiple disabilities, learning how to gather that information from colleagues with different specialties is a "step on the way" to more complete group practice with general educators.

Other schools we know are beginning to create group practice work groups that include some number of general educators as well as one or more special educators and other certified or classified support staff. One of the SLSD elementary schools reorganized into three smaller "vertical" communities. Each included classroom teachers from kindergarten to grade 5 as well as a special educator and a number of classroom assistants previously assigned either to special education or Title 1. After two years of experimenting, these groups are still constructing the kinds of working relationships that will support their various efforts to change their teaching practices, improve literacy, experiment with multiple intelligences theory, and develop better student assessment systems for what they actually teach. Already there are new roles for the special educators as members of the workgroups.

Two of the workgroups have begun designing curriculum together. Since they were part of the discussion from the beginning, the special educators can help tailor the development of the various learning objectives, activities, and assessment tools to better incorporate the unique learning of labeled students. Being part of the design of general education curriculum from the beginning means that special educators no longer have to try to "fit" labeled students into a completed plan. It also creates opportunities for previous special educators to teach more aspects of the plan to all the students instead of being relegated as "helpers" for those that might be having trouble or need extra help or support. In one of the workgroups the commitment to group practice has allowed them to group all the students into smaller literacy groups, each of the members of the team taking responsibility for several, regardless of the official title or certification, each member of the team contributing support in his or her own areas of knowledge and interest to others so that students in all the groups experience the best teaching of the collective team.

Other buildings are reorganizing more around grade-level or block teams, where groups meet regularly to share curriculum planning, allocate resources, schedule activities, share teaching tasks (e.g. rotating the class through each of the three or four teachers when doing a unit, each teacher focusing on material according to his/her strengths and interests), and to problem solve issues on behalf of the now "mutually owned" students. In some international schools, teams stay with their students, some for as many as 10 years to achieve maximum benefits of long-term relationships among teachers, students and families. The schools here are moving toward a 2-5 year commitment with the same group of students.

In both elementary and secondary schools we also documented the results of co-teaching efforts. One middle school in particular has relied upon this strategy to both share knowledge across general and special educators and to deliver services and supports to very diverse groups of students in block classes. Sometimes these dyadic collaborations have worked. Cross-pollinating their knowledge and skills, teacher pairs have become new forms of educators who benefit both from a shared knowledge base and an appreciation for, and ability to access, others' specialty knowledge. In other situations the team teachers have not achieved a shared working relationship, but instead recapitulated the history of parallel work relations between general and special educators. Each takes on their own tasks and responsibilities, balanced, but clearly different and differentiated. Students quickly learn the differentiation and respect it with their questions, requests and responses.

Personnel preparation programs are reflecting a transition to group practice as well. More gradually, but increasingly, initial preparation programs are merging foundational general and special education content and licensure outcomes. Some states are simultaneously shifting from restrictive, "stand alone" licensure categories to a greater emphasis on "add on" endorsements to initial, usually broader licenses. Innovative continuing professional development opportunities also encourage shared general and special educators to study collaboratively with pre-service students as they pursue continuing professional development and specialization (e.g., Baumgart & Ferguson, 1991; Ferguson, et al., 1994a; Goodlad, 1990). In this way the directions of ongoing professional development can be determined by the needs of a particular group or school to "round out" or increase some area of capacity, say in designing behavioral and emotional supports or extending their use of technology.

From "Delivering Service" to "Providing Learner Supports"

The first two shifts together produce a more fundamental shift from structuring education according to a service metaphor to one that relies upon a support metaphor. As teachers alter their definitions of learning to not just accommodate, but legitimate, different amounts and types of learning for different students, their relationships with students will necessarily become more reciprocal and shared. Students and their families will become participants not just in the curriculum and teaching enterprise, but in the definitions and evidences of learning achievement.

Our traditional, ability-based, norm-driven, categorical approaches use differences in students as sorting categories that led students to the matching curriculum and teaching service that their particular constellation of abilities and disabilities might require. The standard curriculum, for example, was the "service" deemed appropriate to the majority of students – certainly those within the standard range of the norm. If students fell outside that standard range, the curriculum had to be "adapted" or "modified" so that the student's learning either approximated or exceeded the learning achieved by most. As student diversity has increased in our schools, the proportion of students for whom the service of schooling must be adapted or modified has burgeoned. As a result, teachers seem quite clear that the "norm", if it every really existed in the untidy worlds of schools, has nearly disappeared as a useful construct for the design of learning and management of classrooms (Pugach & Seidl, 1995; Putnam, Speigel, & Bruininks, 1995).

Adding the diversity of disability to this mix seems only a small addition. However, the historical baggage that the difference of disability brings to the diversity already present in general education classrooms risks transforming diversity into a deficit rather than transforming disability into just another diversity unless the underlying norm-based assumptions are also transformed (Pugach & Seidl, 1996). Unlike the concept of diversity, disability relies upon the concept of norm. People with disabilities "deviate" from this single standard. The historical response has been to frame the appropriate educational response as one that either overcomes, or at least attenuates, the power of that deviation.

Diversity, by contrast, challenges the very notion that there is one way to educate one norm to be sought. Instead, there are different patterns of achievement and social contribution that fit the various cultural, racial, and gender differences that children and youth bring to schooling. The difference of class illustrates the risk that can occur when the norm-laden difference of disability is added to the norm-challenging differences of culture and gender. Too often the differences of class are viewed in our schools as deficits that impede learning. To be sure, there are experiences children have related to social-economic class that can impede learning, such as having too little food, inadequate housing that compromises children's need for rest, and so on. Indeed, the intersection of disability and class has long been established and continues to be evident in the disproportionate number of children of low socio-economic and minority students served by special education. As a consequence, the life-patterns and values of families within some socio-economic classes – the very same kinds of differences we seek to accommodate and respect for people of other races and cultures – are viewed as in need of remediation rather than respect.

What may help to resolve these contradictions, and to avoid the risk that linking disability and diversity will turn diversity into a deficit, is a new metaphor. We think the metaphor of support offers a promising alternative. According to the American Heritage dictionary, support means "to hold in position", "to prevent from falling, sinking, or slipping", "to bear the weight of, especially from below", and to "lend strength to". The imagery offers not only an appropriate alternative to the norm-based, sorting metaphor of service upon which schooling as long relied; it also offers a way to think about diversity as an opportunity for personalizing growth and participation. Any individual's differences are simply lenses through which to see what is required to "hold in position" and "to prevent from falling, sinking, or slipping".

Within the context of schools, the core relations between teachers and students, the definitions of learning that dominate, and the shared responsibility among educators for achieving student learning all begin with identifying what any student needs to be "held in position" for learning. It supports a shift from viewing any difference or disability in terms of individual limitation to a focus on environmental and social constraints. Support is also grounded in the perspective of the person receiving it, not the person providing it. Thus, all student differences must define the specific opportunities and practices teachers use to support their learning. Various kinds of intensive instruction, physical supports, and accommodations typically viewed as necessary only for some students become opportunities for all students to personalize their learning in ways that mesh with who they are and what they are pursuing as members of their communities.

Our studies have certainly not resolved the three issues defined above. Achieving satisfying and enduring change in schooling is neither simple or quick. Such fundamental changes are arduous, painful and slow in part because the task is large and complex (Fullan & Miles, 1992; Sizer, 1992). The dynamics require engagement in a sociopolitical process that requires people at all levels (individual, classroom, school, district, community, state, and nation) to engage in the "phenomenology of change". We must learn not only how to change our core educational practices, but to do so with an understanding of how those changes are *experienced* by students, educators, and community members (Barth, 1990; Fullan & Miles, 1992; Noddings, 1993). We offer the three issues and three arenas of action presented here as a reasonable framework for pursuing this complex task. Although it has emerged from our own understanding of our work, as well as the work of many others, we believe it will continue to guide our efforts to understand and support the changes needed in our schools as we approach a new century. While the task is certainly enormous, it is also necessary.

Project Impact

The RSR project was operated through 5 objectives. The first two objectives involved the two research study strands. The third objective outlined plans for documenting and disseminating the findings of these studies. The last two objectives detailed plans for the thorough evaluation and efficient management of the Project as a whole. Table 1 briefly summarizes the status of each objective and activity by the end of the project period, incorporating design changes that were made along the way. Table 2 summarizes the project activities with District and School Partners.

Table 1: Status of Each Objective and Activity at End of Project

Objectives	Project Status
1.0 Begin, manage and complete Research Study 1: Multi-Year Case Studies in four schools.	
1.1 Identify 2 elementary and 2 secondary schools, one each rural and urban, that meet criteria as schools engaged in both inclusion and systemic school reform.	• The project worked with 5 elementary schools and one middle school in one school district. • The project also worked with 2 elementary schools, 1 middle school and 1 high school in a second district; through a district-wide cooperative research agreement. • The project worked district-wide across 14 schools in a newly consolidated district.

1.2 Negotiate a collaborative research agreement with each school's Site Council.	- Collaborative research agreements were negotiated with each school's site council.
1.3 Collect, manage, analyze and summarize data for each school.	- Data were collected, managed and analyzed for each school.
1.4 Prepare quarterly and annual interim case reports for each school.	- Reports were prepared for each participating school according to individual timelines.
1.5 Prepare final, individual school case study reports and one cross-case analysis report.	- Multiple papers and reports were prepared to meet this objective.
2.0 Begin, manage, and complete Research Study 2: Teacher Curriculum/Teaching/Membership Studies with nine teachers.	
2.1 Identify 3 teachers for each of the three project years who have been or are currently participating in the Building Capacity for Change professional development project.	- Eleven teachers were identified from 6 schools over the course of the 3 project years.
2.2 Train teachers to prepare fieldnotes and interview other schools and classroom participants.	- Teachers were trained to prepare field notes and conduct interviews. Not all teachers, however, used this method of data collection.
2.3 Conduct additional participation observation visits and reflective debriefing interviews at least twice per month with each teacher.	- Visits and observations were more individualized for teachers. With some there was more frequent contact, with some less.
2.4 Transcribe, manage, analyze and summarize data in collaboration with each teacher.	- This was completed with teachers who used observation and interview for data collection.
2.5 Conduct twice quarterly focus group interviews with all participating teacher researchers to compare emerging analysis.	- This was done more on an individual basis with teachers as they worked on individual projects.
2.6 Prepare quarterly and annual interim case reports with each teacher.	
2.7 Prepare final individual case study reports and one cress-case analysis report in collaboration with all nine teachers.	- This was done differently with individual teachers. Some teachers were more formal with the process and used their data as a masters project in the graduate program in special education.
3.0 Improve, revise and disseminate Project products.	
3.1 Revise modules annually in response to recommendations of teacher collaborators and BCC participants.	- Modules revised annually in response to teachers, course participants and other users.
3.2 Prepare a monograph length compilation of school case studies in year three.	- This task is in progress and will include case studies as well as other products.
3.3 Prepare articles reporting results of curriculum / teaching/ membership study.	- Six articles and three book chapters were published in journals.
3.4 Disseminate products directly to clearinghouses, Regional Resource Centers, and Schools Projects mailing list activities.	- Copies of this report will be sent to clearinghouses, Regional Resource Centers, and Schools Projects mailing list activities.

3.5 Disseminate products and project results through professional conferences and publications.	• Project activities and results disseminated at local, state and national conferences and workshops and through professional publications.
4.0 Summative evaluation of Project activities. 4.1 Evaluate inclusion of students with disabilities in participating schools and classrooms in terms of both learning and membership.	• District-wide evaluation of the status of special education supports and services in one school district through a collaborative research agreement as part of the district's strategic plan for school improvement.
4.2 Evaluate BCC procedures for teaching teachers curriculum/teaching/membership strategies. 4.3 Evaluate modules on curriculum/teaching/membership strategies. 4.4 Evaluate overall program operation and impact.	• Evaluations completed at the end of each term demonstrated high satisfaction.. • Modules evaluated and revised according to feedback.
5.0 Manage Project activities. 5.1 Plan and update project timelines. 5.2 Establish and maintain project staffing. 5.3 Ensure participation of under-represented groups. 5.4 Coordinate project plans, activities, and management with UAP Consumer Advisory Committee and project collaborators. 5.6 Report to Project funders.	• All project timelines were evaluated and updated during weekly project meetings. • Staffing was established and maintained over the duration of the project. • Projects exceeded all university Affirmative Action Guidelines. • Project Plans, activities and management coordinated with Advisory committee and project collaborators.

Table 2 : Summary of District and School Partnerships and Project Activities

Schools	Activity	Date
Bohemia Elementary School	• School Profile	Fall 95-Spring 96
	*Phase I (General Information)	
	Teacher/Parent Interviews	Fall 95
	*Phase II (Assessment)	
	Teacher/Parent Interviews	Winter 96
	• Teacher Surveys	Winter 96
	• Parent Surveys	Spring 96
	• Student Surveys	Spring 96
	• Study of teacher work groups	School Year 96-97
	• Study of students' response to work groups	Winter/Spring 97
Lincoln Middle School	• Staff Interviews	Winter 95
	• Parent interviews	Winter/95
	• Post-Brown Document	Spring 95
	• Staff presentation	Fall 95
	• Parent presentation	Fall 95

	• Staff Surveys • Staff Interviews • School Improvement Plan Evaluation • Staff presentation • 6th grade transition visit survey • 1997 staff update survey	Spring 96 Spring 96 Spring 96 Spring/96 Spring 96 Spring 97
Dorena Elementary School	• Parent interviews • Parent info presentation • Teacher interviews	Fall 95 Spring 96 Spring 96
Latham Elementary School	• Staff interviews • Parent interviews • Presentation to staff about staff • Presentation to staff about parents	Winter 96 Winter 96 Winter 96 Winter 96
Harrison Elementary School	• Parent interviews • Presentation to staff • Presentation to staff • Presentation to parents (PTA)	Spring 96 Spring 96 Fall 96 Fall 96
Districts		
Junction City School District (Goals 2000 grant)	• Bursting Bubbles!: Meeting All Students' Needs in the General Curriculum." Taught by D. Ferguson, G. Ralph, and C. Droege. **Three day workshop for general and special educators at the Junction City School District.** January 19, 1995, February 2, 1995 and March 29, 1995. Junction City, Or. • District wide staff interviews • Parent survey • Task Force meetings to prepare final recommendations	Winter/Spring 95 Spring 96 Summer 96 Winter/Spring 97
South Lane School District	• Bursting Bubbles!: Meeting All Students' Needs in the General Curriculum." Taught by D. Ferguson, G. Ralph, and J. Lester. **Three day workshop for general and special educators at the Cottage Grove School District.** December 7, 1994, January 18, 1995, and March 29, 1995, Cottage Grove, Or. • Evaluation of Special Education Services and Supports •Teacher/Administrator interviews •Parent Surveys • 5 Part Course on Assessment for district educators	Fall 94 - Spring 95 Spring 97 Winter 1995
Lebanon Community School District Program Improvement Information System	• Student, Teacher, Parent Surveys	• Winter 96- Spring 98

Project impact generally fell into two broad categories: (1) teaching activities (inservices, workshops, institutes, and presentations) and (2) development and dissemination of products and publications.

1) Teaching Activities

Table 3: RSR Workshops and Presentations

"Supporting Learning: It's not always a matter of money." Presented with D. Ferguson, C. Droege, H. Gudjonsdottir. **S.A.F.E. in Washington, 3rd Annual Spring Parent Conference,** April 5, 1997, Kirkland, WA.

"Working with Grownups: Teaching and learning cooperation with educators." Presented with Hafdis Gudjonsdottir and Mary Dalmau. **Annual Conference of the Association for Persons with Severe Handicaps.** November 23, 1996. New Orleans, LA.

"Snapping the Big Picture." Presented with Caroline Moore. **Annual Conference of the Association for Persons with Severe Handicaps.** November 21, 1996. New Orleans, LA.

"Promising Trends for Increasing the Common Ground." Presented with J. Lester, C. Droege, H. Gudjonsdottir, G. Ralph. **Annual Conference of the Association for Persons with Severe Handicaps.** November 21, 1996. New Orleans, LA.

"Preparing for Diversity: Teacher education and schools of the future." Presented with D. Ferguson, M. Dalmau, C. Droege, H. Gudjonsdottir, J. Lester, and G. Ralph. **Annual Conference of the Association for Persons with Severe Handicaps.** November 21, 1996. New Orleans, LA.

"Personalizing (not adapting) Curriculum: General education approaches to inclusive learning." D. Ferguson. **Better All Together III: Visions and Strategies for Inclusive Education Conference.** October 31, 1996. Athens, Ga.

Figuring Out What to do with the Special Education Grown-ups in Restructuring Schools." **Better All Together III: Visions and Strategies for Inclusive Education Conference.** October 31, 1996. Athens, Ga.

"Where are you now and where do you want to go?" Presented by Dianne Ferguson at the **Education For Everyone: Restructuring for Inclusive Education Conference.** October 22, 1996. New Orleans, LA.

"Problem Solving and Action Planning at the Student Level." Presented by Dianne Ferguson and Anne Smith at the **Education For Everyone: Restructuring for Inclusive Education Conference.** October 22, 1996. New Orleans, LA.

"Can we just do it? Taking Stock: Rethinking the Agenda." Ferguson, D., Meyer, G., Droege, C., Lester, J., and Gudjonsdottir, H. **Oregon Department of Education Summer Institute.** July 30- August 1, 1996. Bend, Or.

"Defining Change: One School's Five Year Collaborative Effort." Presented by Ferguson, D. **American Research Association, National Conference.** April 8, 1996. New York, NY.

"School Change Through Broad Based Staff Self-Reflection." Ferguson, D., Holden, L., McCoy, BJ., Meyer, G., & Ralph, G. **Annual Conference of the Association for Supervision and Curriculum Development.** March 16, 1996. New Orleans, La.

"Individually Tailored Learning: Designing Leaning for ALL Students." Ferguson, D. **Annual Conference of the Association for Supervision and Curriculum Development.** March 16, 1996. New Orleans, La.

"Embedding Inclusion in School Restructuring." Ferguson, D., Meyer, G., Droege, C. **Annual Conference of the Association for Persons with Severe Handicaps.** November 30, 1995. San Francisco, Ca.

"Fred, he comes and he goes, too": Examining the role of the "Inclusion Facilitator." Ferguson, D., Cameron, S., Katul, N. **Annual Conference of the Association for Persons with severe handicaps.** November 30, 1995. San Francisco, Ca.

"Creating Inviting Classrooms." Presented by D. Ferguson, C. Droege, & G. Meyer. **Annual Oregon Department of Education Conference on Strategies for Including All Students.** November 14, 1995. Portland, OR.

"How Systemic Are Our Systemic Reforms?" Presented by Dianne Ferguson at the **International Inclusion and Systemic Reform Conference.** May 17, 1995. Bethesda, MD.

"The Real Challenge of Inclusion: Confessions of a so-called 'Rabid Inclusionist.'" Presented by Dianne Ferguson at the **Visions and Strategies for Inclusive Education Conference**. March 10, 1995. Athens, GA.

2) Products and Dissemination

Table 4: Publications and Products Related to RSR

Title	Product	Status
Building Capacity for Sustainable Change: The Video Option. (Sper 697- Curriculum Planning I).	Video Course (three two-hour tapes plus course packet) 3 credits	Video tapes completed for Fall Terms 1994, 1995, 1996 & 1997
Bohemia Case Study Lincoln Case Study Dorena Case Study	Bohemia, Lincoln, Dorena Case Studies-	In progress
Ferguson, D. L., Moore, C., & Meyer, G. *School improvement profiling.*	Module	Completed
Ferguson, D. L. (in press). Changing tactics: Research on embedding inclusion reforms within general education restructuring efforts. *International Journal of Education.*	Journal Article	Completed
Ferguson, D.L., Ralph, G., & Katul, N. (in press). From "special educators to educators: The case for mixed ability groups of teacher in restructured schools. In W. Sailor (Ed.), *Inclusive education and school/community partnerships.* Baltimore, MD: Paul H. Brookes.	Book Chapter	Completed
Ferguson, D.L. (in press). How systemic are our systemic reforms? Product of International Inclusion and Systemic Reform Conference. May 17, 1995. Bethesda, Md.	Journal Article	Completed

Ferguson, D. L. (in review). Defining change: One school's five year collaborative effort. *International Journal of Qualitative Studies of Education.*	Journal Article	Completed
Ferguson, D.L. (1996). Is it inclusion yet? Bursting the bubbles. In M. Berres, P. Knoblock, D. Ferguson, & C. Woods (Eds.). *Creating tomorrow's schools today: Stories of inclusion, change, and renewal (pp. 16-37).* NY: Teachers College Press.	Book Chapter	Completed
Ferguson, D.L, Ralph, G., Lester, J., Droege, C., Gudjonsdottir, H., & Meyer, G. (1996). *Designing Classroom Curriculum for Personalized Learning. Module 1D.* Eugene, OR: Specialized Training Program, University of Oregon.	Curriculum Planning Module	Completed
Moore, C. (1996). *The School Visit Guide.* Eugene, OR: Specialized Training Program: University of Oregon.	School Observation Guide	Completed
Rivers, E.S., Ferguson, D.L., Lester, J., & Droege, C. (1996). *Student Membership Snapshots: An ongoing problem-finding and problem-solving strategy. Module 4E.* Eugene, OR: Specialized Training Program, University of Oregon.	Student and Classroom Observation Guide	Completed
Ferguson, D. L. & Meyer, G. (1996). Creating Together the Tools to Reinvent Schools. In M. Berres, P. Knoblock, D. Ferguson, & C. Woods (Eds.) *Creating tomorrow's schools today: Stories of inclusion, change, and renewal (pp. 97-129).* NY: Teachers College Press.	Book Chapter	Completed
Ferguson, D. L., & Meyer, G. (in press). Talking across borders and languages: Encouraging international research discussion and collaboration. *International Journal of Education.*	Journal Article	Completed
Ferguson, D. L., & Ralph, G. (Fall, 1996). The changing role of special educators: A development waiting for a trend. C*ontemporary Education, 68*(1), 49-51.	Journal Article	Completed
Ferguson, D. L. (1995). The real challenge of inclusion: Confessions of a "rabid inclusionist." Phi Delta Kappan, 77(4), 281-287.	Journal Article	Completed
"What is an Inclusion Specialist? A Preliminary Investigation"	Masters Project - Sarah Cameron	Completed – Spring 1994
"Including Students with Severe Disabilities in the Elementary Classroom: A review of two teaching strategies"	Masters Project – Bonnie McKinley	Completed – Summer 1995
"Inclusion Specialists: Are they really fostering inclusion?"	Masters Project - Nadia Katul	Completed – Summer 1995
"The use of the Student Membership Snapshot as a tool for functional assessment school-wide of behavior referrals"	Masters Project - Sheila Thomas	Completed – Spring 1997

"Strategies for Teaching Reading in First Grade Classrooms of General and Special Education Students."	Masters Project - Martha Merritt	Completed – Spring 1997
"How Schools Learn about Disabilities."	Masters Project - Ellen Wood	Completed – Fall 1997
"Students' Perceptions of School Teams: Experiencing change at Bohemia Elementary School"	Masters Project - Lissa Wyckoff	Completed – Fall 1997
"Using the ABA to design curriculum with kindergarten parents."	Masters Project - Janet Williams	Completed – Winter 1998
"Finding Our Beliefs: An interactive process for making overt the unexplored belief systems of teachers"	Masters Project - B.J. McCoy	Completed – Spring 1998
"Let's Read and Write Together: Emergent literacy with students with significant disabilities in inclusive settings"	Masters Project - Ayana Kee	Completed – Spring 1998

For Further Information

We have prepared this final report in two versions. One includes all the draft and published products mentioned in the report. The other does not. If you have received the Executive summary version without attachments, you may secure any of the mentioned products in their entirety from us at the:

Schools Projects
Specialized Training Program
College of Education
1235 University of Oregon
Eugene, Ore. 97403

Phone: (541) 346-5313
TDD: (541) 346-2466
Fax: (541) 346-5517
Email: diannef@oregon.uoregon.edu

Assurances

In accordance with the federal dissemination requirements (20 U.S.C. 1409 (g)), we have mailed the Executive Summary of this final report (without Attachments) to the following:

HEATH Resource Center
One Dupont Circle, Suite 800
Washington, D.C. 20036-1193

National Clearinghouse for Professions in Special Education
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22314

National Information Center for Children and Youth with Disabilities (NICHY)
P.O. Box 1492
Washington, D.C. 20013-1492

Technical Assistance for Parent Programs Project (TAPP)
Federation for Children with Special Needs
95 Berkeley Street, Suite 104
Boston, Massachusetts 02116

National Diffusion Network
555 New Jersey Avenue, N.W.
Washington, D.C. 20208-5645

ERIC/OSEP Special Project
ERIC Clearinghouse on Handicapped and Gifted Children
Council for Exceptional Children
1920 Association Drive
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Child and Adolescent Service System Program (CASSP)
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Georgetown University
2233 Wisconsin Ave. N.W., Suite 215
Washington, D.C. 20007

Northeast Regional Resource Center
Trinity College of Vermont
208 Colchester Avenue
Burlington, Vermont 05401

Mid-South Regional Resource Center
University of Kentucky
114 Mineral Industries Building
Lexington, Kentucky 40506-0051

South Atlantic Regional Resource Center
Florida Atlantic University
1236 North University Dr.
Plantation, Florida 33322

Mountain Plains Regional Resource Center
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Columbus, OH 43202

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Berres, M., Ferguson, D. L., Knoblock, D., & Woods, C. (1996). Creating tomorrow's schools today: Stories of inclusion, change and renewal. New York, Teachers College Press.

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ATTACHMENT I

- School Products

Collaborative Research Agreement

During our discussion, we agreed to the following:

- Schools Projects staff will assist Dorena Elementary in the creation of a School Profile. Some information will be collected through observations and interviews with school staff and community members.
- Schools Projects staff will help to identify strategies for increasing working relationships with parents. Initial activities might include interviews with parents.
- Schools Projects staff will attend selected site council and staff planning meetings to collect general information for the use of Dorena's staff, and to help with the generatien of new ideas and strategies in areas defined by Dorena.
- Other:

The Schools Projects have agreed to provide:

- money for substitute time to be used as determined by the school
- data collection equipment
- technical assistance and support regarding research activities
- general collaborative problem solving support and assistance
- information and resources searches that might assist the reform agenda
- other:

Signed:

Konnie L. Garman - Site council chair Dorena Ele

Mary F. Koepffle - President - Parent Club

Date: Sept 13, 1995

MEMORANDUM

DATE: December 5, 1995

TO: Latham Elementary School
Rich Brunaugh, Principal

FROM: Dianne Ferguson
Schools Projects Staff, University of Oregon

RE: Research Activities Agreement

CC: Jackie Lester, Gwen Meyer

This memorandum spells out our plan for an initial phase of collaborative research activities at Latham Elementary School and is a summary of a discussion held at the Site Council meeting on Nov. 15, 1995. These activities will be connected with a federally funded research project (Reinventing Schools Research Project) based within the Schools Projects, University of Oregon.

The overall purpose of our research is to deepen our understanding and interpretation of educational reform as it evolves within the culture of individual schools and classrooms. One of our interests is to focus on how the inclusion of students with disabilities affects, and is affected by, broader school reform efforts. However, we strongly believe that this specific interest in inclusion cannot be separated from a more thorough understanding of the change process in general. Moreover, we are also convinced that any full understanding of the change process will only happen in a collaborative partnership between local districts and university-based researchers.

Listed below are the initial tasks that emerged from the Site Council meeting. We should emphasize that for any of our proposed activities, now or in the future, participation by faculty, staff, students, parents, and others is entirely voluntary. There will be no repercussions for anyone who chooses not to participate in any phase or activity of the research effort. All precautions will be taken to maintain confidentiality, and individual participants will be asked to review and sign an informed consent further clarifying this commitment.

Areas of Focus:

1) Latham's Internal Community- Beginning in early January, and continuing for approximately 2-4 weeks, we propose to complete a set of tasks that would, in addition to the existing demographic and achievement data, contribute a more in-depth picture of Latham's strengths, issues, and capacities.

Specific Activities

- Interview all willing Latham faculty and staff.

- Observe in classrooms of participating faculty.
- Summarize interview and observation data.
- Present summarized data to faculty and staff in time to assist in revision of program improvement plans.

2) Latham's External Community- We propose to interview family members of Latham students. In addition to a presentation and executive summary of the results of these interviews, we would use the major themes from the interviews to assist Latham faculty to construct a parent survey that could be used repeatedly to generate ongoing program improvement data.

Specific Activities

- Identify a sample of family members to interview. We will ask the Site Council, Principal, and other relevant contributors to generate a list that samples an appropriate range of grade levels and constituencies.
- Conduct individual interviews with family members.
- Transcribe and analyze interview data.
- Prepare a presentation of interview results for Latham staff and parents.
- Prepare an executive summary of interview data for inclusion in Latham School Profile.
- Revise existing survey for next administration.

Resources

The Schools Projects will contribute staff time of the RSR Project Principal Investigator and the needed time of two additional staff researchers.

Signed: ______________________ ______________________

President, Site Council Principal

MEMORANDUM

DATE: November 15, 1995

TO: Harrison Elementary School Site Council
Ralph Pruitt, Principal

FROM: Dianne Ferguson,
Schools Projects Staff, University of Oregon

RE: Research Activities Agreement

CC: Ginevra Ralph, Gwen Meyer, Jackie Lester

This memorandum spells out our plan for an initial phase of collaborative research activities at Harrison Elementary School and is a summary of a discussion held at the Site Council meeting on October 26, 1995. These activities will be connected with, and partially overlap with, a federally funded research project (Reinventing Schools Research Project) based within the Schools Projects, University of Oregon.

The overall purpose of our research continues to be to deepen our understanding and interpretation of educational reform initiatives as they evolve within the culture and circumstances of individual schools and classrooms. One of our interests continues to focus on how the inclusion of students with disabilities affects, and is affected by, these larger school reform efforts. However, we are more convinced than ever that this specific interest in inclusion cannot be artificially separated from a more thorough understanding of the change process in genera, regardless of the specific area of school reform under discussion. Moreover, we are also convinced that any full understanding of this change process will only happen in a fully collaborative partnership between local districts and university-based researchers. We intend this memorandum of research activities for an initial phase of collaboration to further this spirit of collaboration and support.

Listed below are the initial tasks that emerged from the Site Council meeting. We should emphasize that for any of our proposed activities, now or in the future, participation by faculty, staff, students, parents and others is entirely voluntary. There will be no repercussions for anyone who declines to participate in any phase or activity of the research effort. All precautions will be taken to maintain confidentiality, and individual participants will be asked to review and sign an informed consent further clarifying this commitment.

Initial Area of Focus: Harrison's External Community

Beginning in late Fall and continuing into Winter (roughly December - February), we propose to interview 40-50 family members of Harrison students. In addition to a presentation and executive summary of the results of these interviews, we would use the major themes from them to assist Harrison faculty to construct a parent survey that could be used repeatedly to generate ongoing program improvement data.

Specific Activities

- Identify a sample of family members to interview. We will ask the Site Council, Principal, and other relevant contributors to generate a list that samples an appropriate range of grade levels and constituencies.
- Conduct individual and focus group interviews with family members.
- Transcribe and analyze interview data.
- Prepare a presentation of interview results for both Harrison staff and parents.
- Prepare an executive summary of interview and focus group data for inclusion in Harrison School Profile.
- Use themes identified from interviews to construct sample response formats and question content for a Harrison School parent survey that could be used on a continuing basis to generate data for program improvement plans.
- Meet with faculty to select response formats and questions for survey.
- Construct survey.
- Assist in the collection and compilation of survey data.
- Assist in the interpretation and presentation of survey findings to Harrison faculty and parents.

Resources

The Schools Projects will contribute staff time of the RSR Project Principal Investigator and the needed time of one additional staff researcher. Compensation for two additional members of the research team will be borne by Harrison. The total costs to Harrison will be $1300 for the above listed tasks, to be paid through contract with the Schools Projects, University of Oregon.

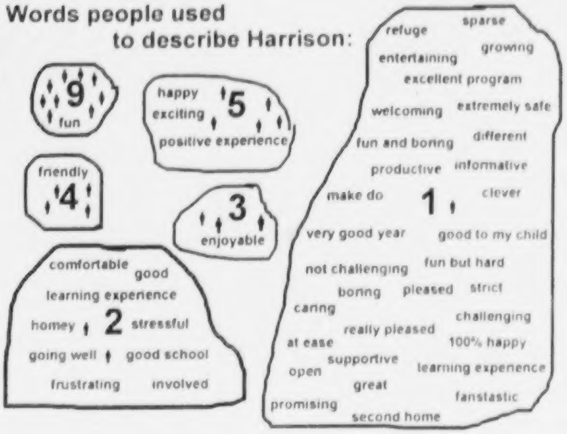
Future Area of Focus: Harrison's Internal Community

A second set of tasks we could negotiate would be a contribution to the School Profile task set for Harrison. In addition to existing demographic and achievement data, we would be able to contribute a more in-depth picture of Harrison's strengths, issues, and capacities. This set of tasks would involve (1) interviewing all willing Harrison faculty and staff, (2) observing in their classrooms, and (3) analyzing and presenting resulting data in time to assist in revision of program improvement plans.

Parents talk about...

and their children

Words people used to describe Harrison:



9: fun

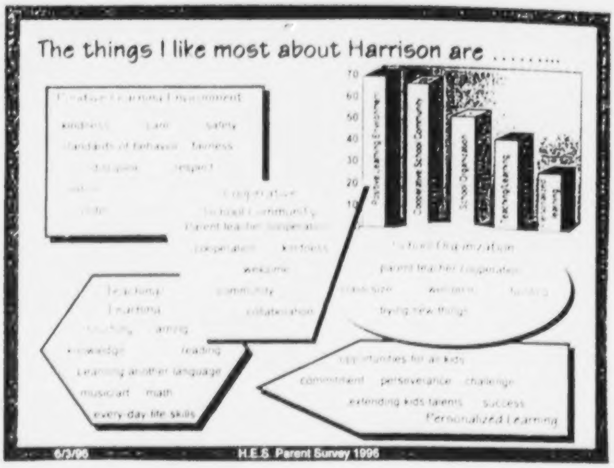
5: happy, exciting, positive experience

4: friendly

3: enjoyable

2: comfortable, good, learning experience, homey, stressful, going well, good school, frustrating, involved

1: refuge, sparse, entertaining, growing, excellent program, welcoming, extremely safe, fun and boring, different, productive, informative, make do, clever, very good year, good to my child, not challenging, fun but hard, boring, pleased, strict, caring, really pleased, challenging, at ease, 100% happy, supportive, open, learning experience, great, promising, fanstastic, second home



The things I like most about Harrison are ……….

Positive Learning Environment: kindness, care, safety, standards of behavior, fairness, discipline, respect

Cooperative School Community: Parent teacher cooperation, cooperation, kindness, welcome, community, collaboration

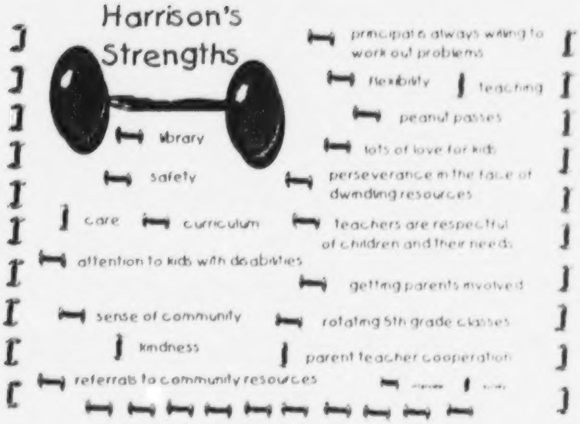
Teaching/Learning: knowledge, reading, Learning another language, music/art, math, every day life skills

School Organization: parent teacher cooperation, class size, trying new things

opportunities for all kids, commitment, perseverance, challenge, extending kids talents, success, Personalized Learning

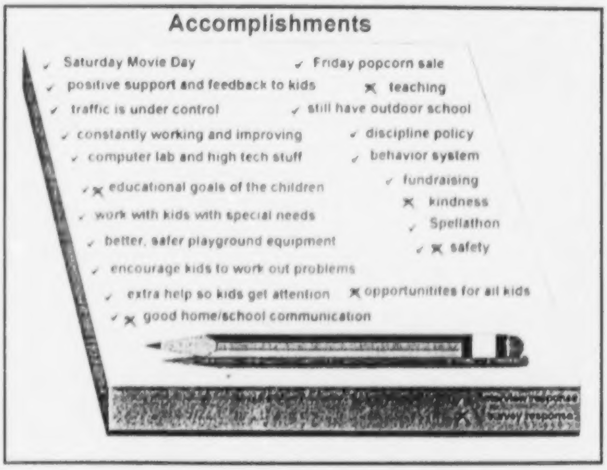
6/3/96 H.E.S. Parent Survey 1996

Harrison's Strengths



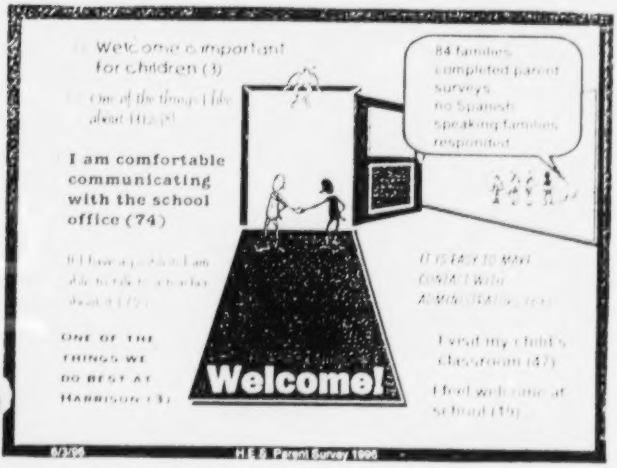
- principal is always willing to work out problems
- flexibility
- teaching
- peanut passes
- library
- lots of love for kids
- safety
- perseverance in the face of dwindling resources
- care
- curriculum
- teachers are respectful of children and their needs
- attention to kids with disabilities
- getting parents involved
- sense of community
- rotating 5th grade classes
- kindness
- parent teacher cooperation
- referrals to community resources

Accomplishments



- ✓ Saturday Movie Day
- ✓ positive support and feedback to kids
- ✓ traffic is under control
- ✓ constantly working and improving
- ✓ computer lab and high tech stuff
- ✓ ✗ educational goals of the children
- ✓ work with kids with special needs
- ✓ better, safer playground equipment
- ✓ encourage kids to work out problems
- ✓ extra help so kids get attention
- ✓ ✗ good home/school communication
- ✓ Friday popcorn sale
- ✗ teaching
- ✓ still have outdoor school
- ✓ discipline policy
- ✓ behavior system
- ✓ fundraising
- ✗ kindness
- ✓ Spellathon
- ✓ ✗ safety
- ✗ opportunitites for all kids

✓ interview response
✗ survey response



Welcome is important for children (3)

One of the things I like about H.E.S. (8)

I am comfortable communicating with the school office (74)

If I have a problem I am able to talk to a teacher about it (72)

ONE OF THE THINGS WE DO BEST AT HARRISON (3)

84 families completed parent surveys
no Spanish speaking families responded

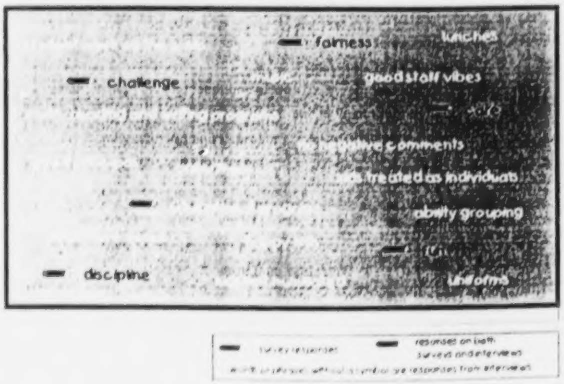
IT IS EASY TO MAKE CONTACT WITH ADMINISTRATION ([illegible])

I visit my child's classroom (47)

I feel welcome at school (19)

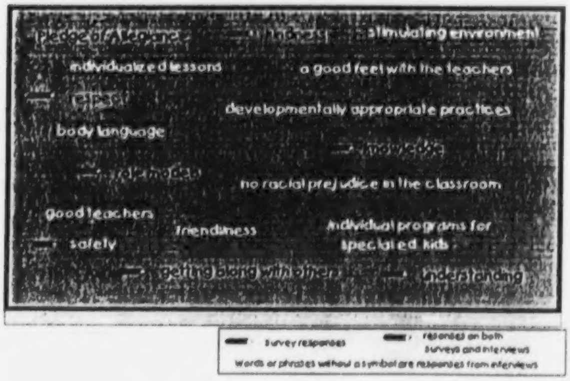
6/3/96 H.E.S. Parent Survey 1996

What do you look for in a school?



survey responses
responses on both surveys and interviews
words or phrases without a symbol are responses from interviews

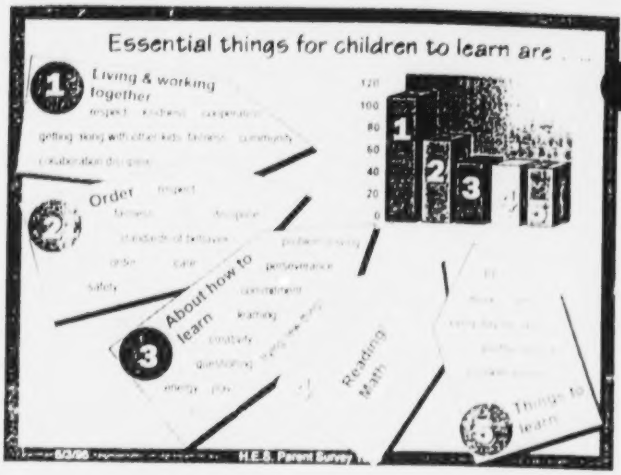
What do you look for in a school?



▬ Pledge of Allegiance
▬ kindness
▬ a stimulating environment
individualized lessons
a good feel with the teachers
▬ respect
developmentally appropriate practices
body language
▬ knowledge
▬ role models
no racial prejudice in the classroom
good teachers
friendliness
individual programs for specialized kids
▬ safety
▬ getting along with others
▬ understanding

▬ survey responses	▬ responses on both surveys and interviews

Words or phrases without a symbol are responses from interviews



Essential things for children to learn are . . .

① Living & working together
respect kindness cooperation
getting along with other kids fairness community
collaboration discipline

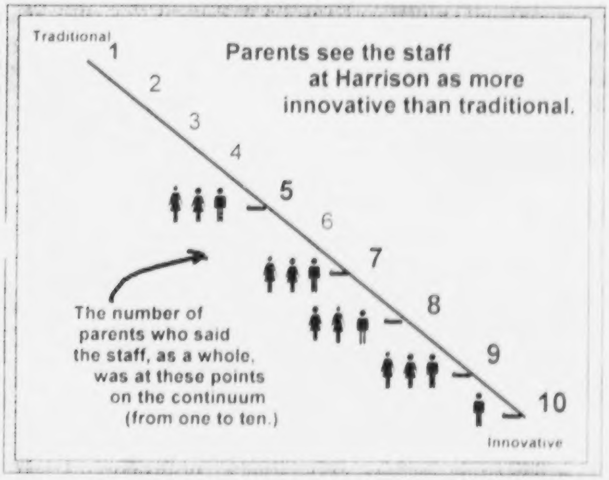
② Order
respect
fairness discipline
standards of behavior problem solving
order care perseverance
safety commitment

③ About how to learn
learning
creativity
questioning
energy joy

Reading
Math

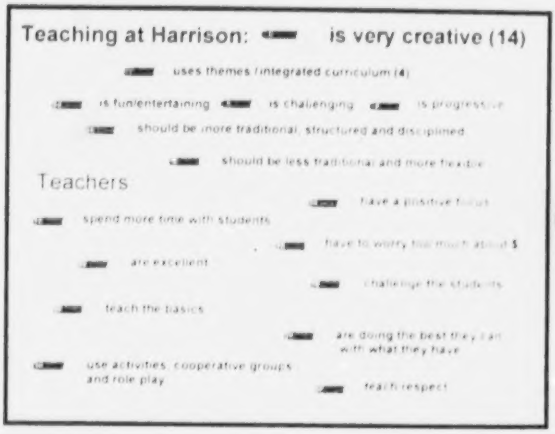
Things to learn

6/3/96 H.E.S. Parent Survey



Parents see the staff at Harrison as more innovative than traditional.

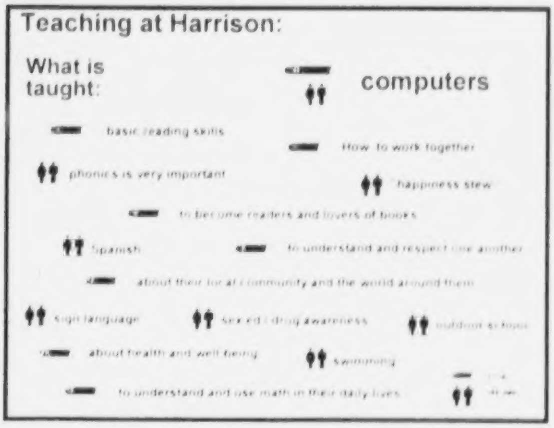
The number of parents who said the staff, as a whole, was at these points on the continuum (from one to ten.)



Teaching at Harrison: ▬ is very creative (14)

▬ uses themes / integrated curriculum (4)
▬ is fun/entertaining ▬ is challenging ▬ is progressive
▬ should be more traditional, structured and disciplined
▬ should be less traditional and more flexible

Teachers
▬ have a positive focus
▬ spend more time with students
▬ have to worry too much about $
▬ are excellent
▬ challenge the students
▬ teach the basics
▬ are doing the best they can with what they have
▬ use activities, cooperative groups and role play
▬ teach respect

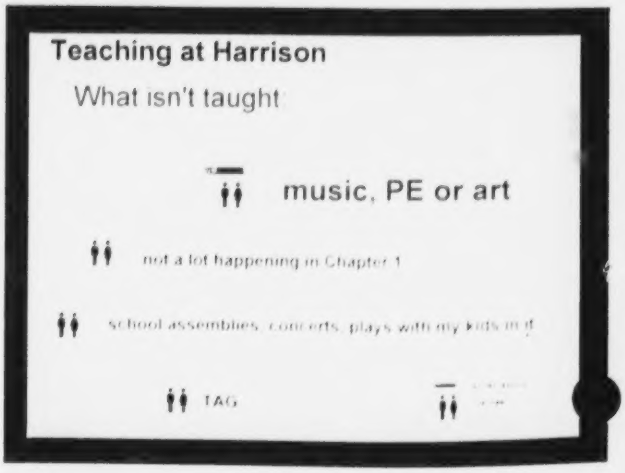


Teaching at Harrison:

What is taught:

▬ 👥 computers

▬ basic reading skills
▬ How to work together
👥 phonics is very important
👥 happiness stew
▬ to become readers and lovers of books
👥 Spanish
▬ to understand and respect one another
▬ about their local community and the world around them
👥 sign language
👥 sex ed / drug awareness
👥 outdoor school
▬ about health and well being
👥 swimming
▬ to understand and use math in their daily lives
▬ 👥 [illegible]



Teaching at Harrison

What isn't taught

▬ 👥 music, PE or art

👥 not a lot happening in Chapter 1

👥 school assemblies, concerts, plays with my kids in it

👥 TAG

▬ 👥 [illegible]

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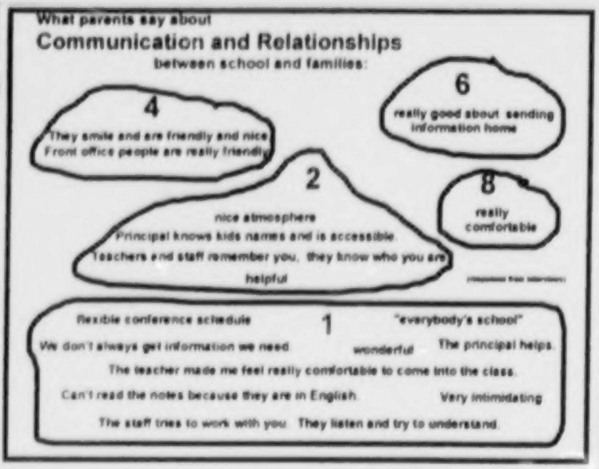


What parents say about

Communication and Relationships

between school and families:

4

They smile and are friendly and nice
Front office people are really friendly

6

really good about sending information home

2

nice atmosphere
Principal knows kids names and is accessible
Teachers and staff remember you, they know who you are
helpful

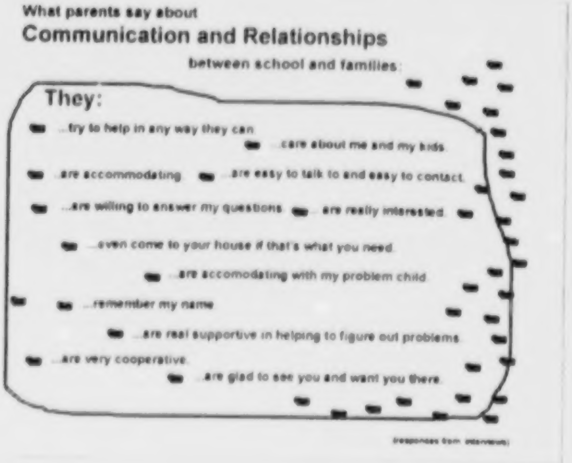
8

really comfortable

(responses from interviews)

1

flexible conference schedule
"everybody's school"
We don't always get information we need
wonderful
The principal helps.
The teacher made me feel really comfortable to come into the class.
Can't read the notes because they are in English.
Very intimidating
The staff tries to work with you. They listen and try to understand.



What parents say about

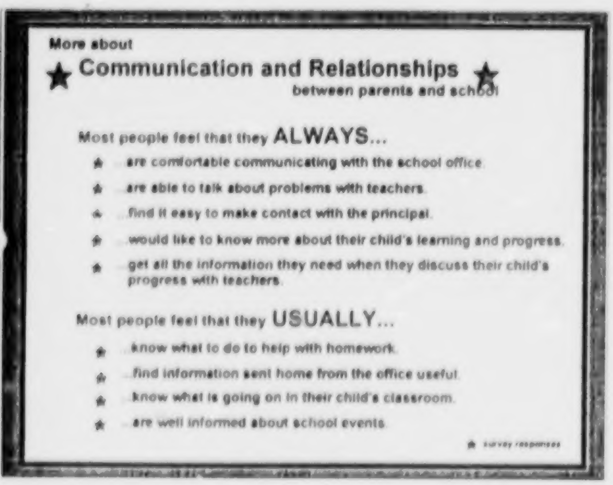
Communication and Relationships

between school and families:

They:

- ...try to help in any way they can
- ...care about me and my kids
- ...are accommodating
- ...are easy to talk to and easy to contact
- ...are willing to answer my questions
- ...are really interested
- ...even come to your house if that's what you need
- ...are accomodating with my problem child
- ...remember my name
- ...are real supportive in helping to figure out problems
- ...are very cooperative
- ...are glad to see you and want you there

(responses from interviews)



More about

★ Communication and Relationships ★

between parents and school

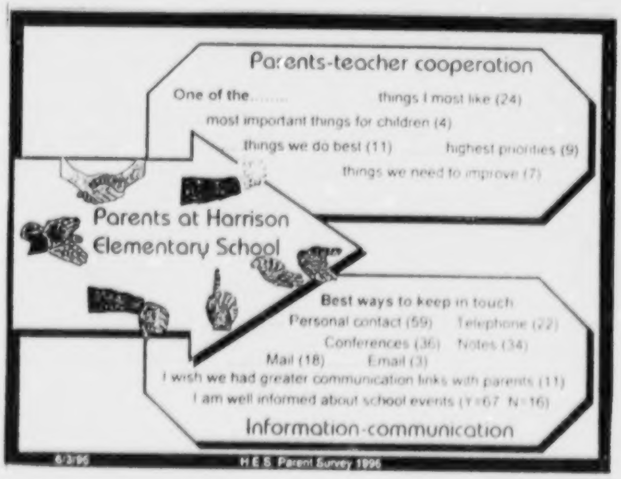
Most people feel that they **ALWAYS...**

- ★ ...are comfortable communicating with the school office.
- ★ ...are able to talk about problems with teachers.
- ★ ...find it easy to make contact with the principal.
- ★ ...would like to know more about their child's learning and progress.
- ★ ...get all the information they need when they discuss their child's progress with teachers.

Most people feel that they **USUALLY...**

- ★ ...know what to do to help with homework.
- ★ ...find information sent home from the office useful.
- ★ ...know what is going on in their child's classroom.
- ★ ...are well informed about school events.

★ survey responses



Parents-teacher cooperation

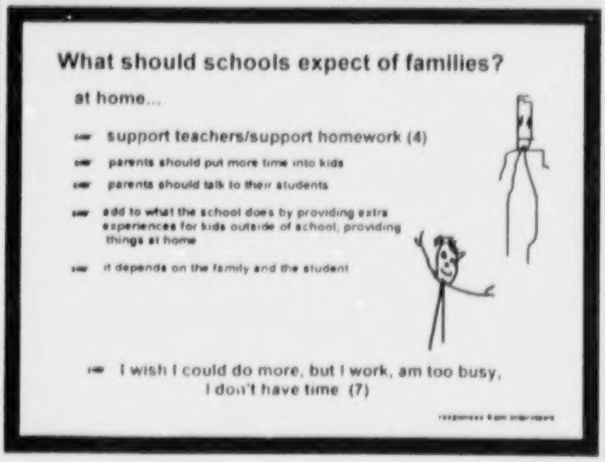
One of the........ things I most like (24)
most important things for children (4)
things we do best (11)
highest priorities (9)
things we need to improve (7)

Parents at Harrison Elementary School

Best ways to keep in touch
Personal contact (59)
Telephone (22)
Conferences (36)
Notes (34)
Mail (18)
Email (3)
I wish we had greater communication links with parents (11)
I am well informed about school events (Y=67 N=16)

Information-communication

6/3/96 H.E.S. Parent Survey 1996



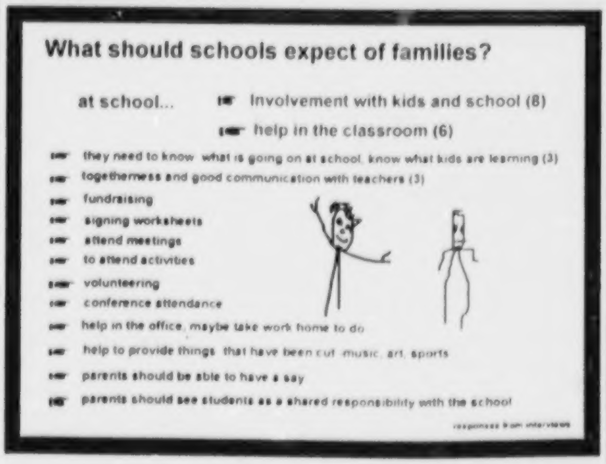
What should schools expect of families?

at home...

- support teachers/support homework (4)
- parents should put more time into kids
- parents should talk to their students
- add to what the school does by providing extra experiences for kids outside of school, providing things at home
- it depends on the family and the student

- I wish I could do more, but I work, am too busy, I don't have time (7)

responses from interviews



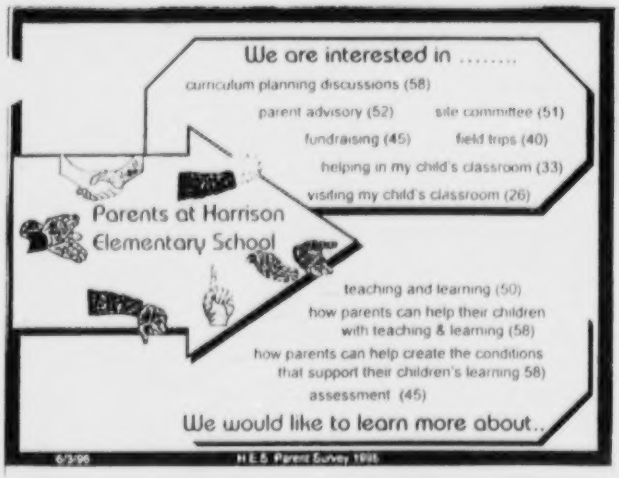
What should schools expect of families?

at school...

- involvement with kids and school (8)
- help in the classroom (6)

- they need to know what is going on at school, know what kids are learning (3)
- togetherness and good communication with teachers (3)
- fundraising
- signing worksheets
- attend meetings
- to attend activities
- volunteering
- conference attendance
- help in the office, maybe take work home to do
- help to provide things that have been cut: music, art, sports
- parents should be able to have a say
- parents should see students as a shared responsibility with the school

responses from interviews



We are interested in ....

curriculum planning discussions (58)

parent advisory (52) site committee (51)

fundraising (45) field trips (40)

helping in my child's classroom (33)

visiting my child's classroom (26)

Parents at Harrison
Elementary School

teaching and learning (50)

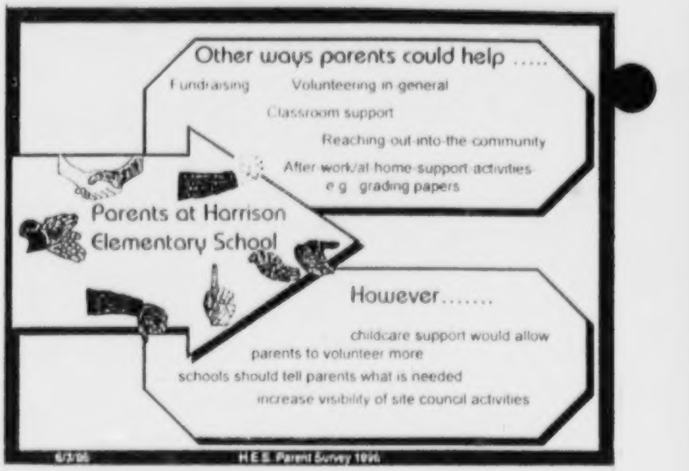
how parents can help their children with teaching & learning (58)

how parents can help create the conditions that support their children's learning 58)

assessment (45)

We would like to learn more about..

6/3/96 H.E.S. Parent Survey 1996



Other ways parents could help .....

Fundraising Volunteering in general

Classroom support

Reaching out into the community

After work/at home support activities e.g. grading papers

Parents at Harrison
Elementary School

However.......

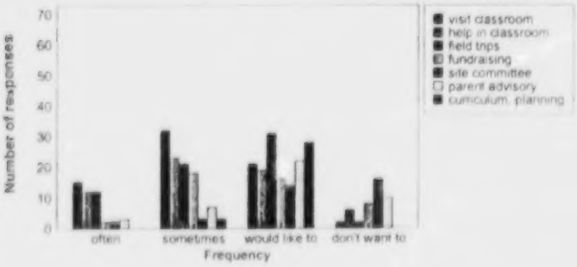
childcare support would allow parents to volunteer more

schools should tell parents what is needed

increase visibility of site council activities

6/3/96 H.E.S. Parent Survey 1996

How parents participate in the Harrison School community...



survey responses

Issues at Harrison

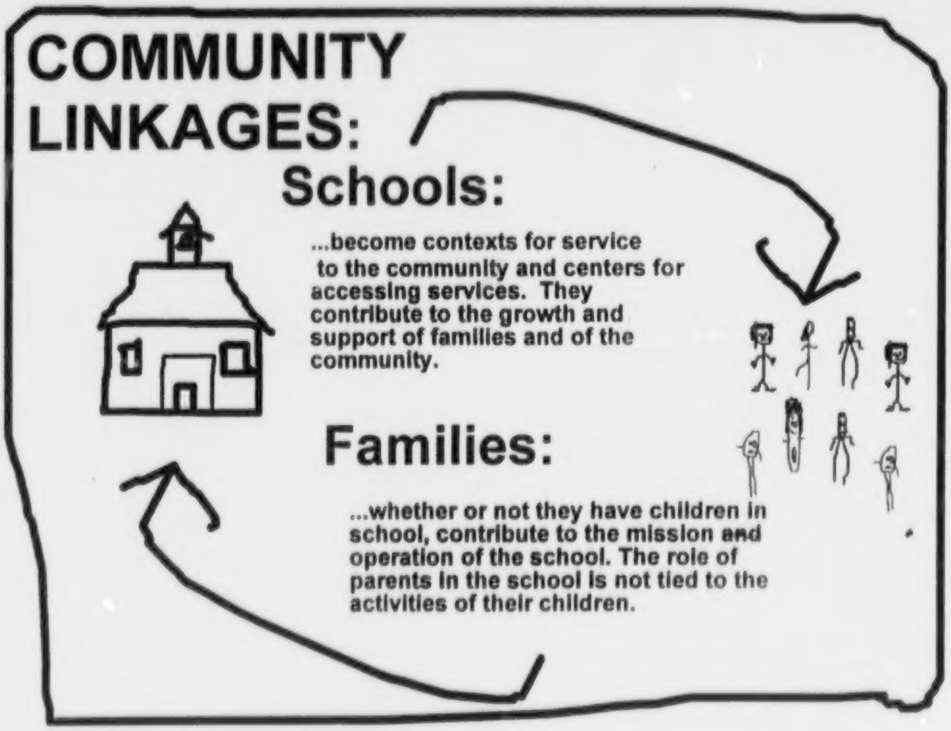
- technology is out of date
- parents need to do more at home
- need more computers
- learning another language
- creativity
- class size
- better parent/teacher communication
- economically disadvantaged students are falling behind because they don't have the same opportunities
- teachers don't have enough time
- discipline
- shuffling of teachers and other staff
- extending kids' talents
- losing teachers and EAs
- disrespectful children
- parents are not involved enough
- budget
- no art or music

suggestions and ideas

- childcare for meetings
- Family Nights
- Saturday workshops
- more info about outside sports
- develop a core group of parents and families to help teachers get to know other families
- school map posted
- more work at home for parents
- information about budget and money distribution
- evening concerts or programs
- newsletter for each classroom
- carnivals
- Latin American Night
- use untapped volunteer resources
- staggered start for parents
- some Spanish support/language
- parents should have more input on curriculum
- have a group of parents work with and support each teacher

visions/wishes

- indoor play space
- music and art
- better lunches
- more time and space for lunch
- fix the high school
- increase teacher salary
- music teachers and more music
- improved facilities and equipment
- ability grouping
- more EAs, fewer teachers so there are more total staff
- sports
- lower teacher/student ratio
- more technology and computers
- environmental awareness in curriculum
- better communication with parents
- public speaking/drama
- less foul language from the kids
- inviting, safe, fun, exciting climate



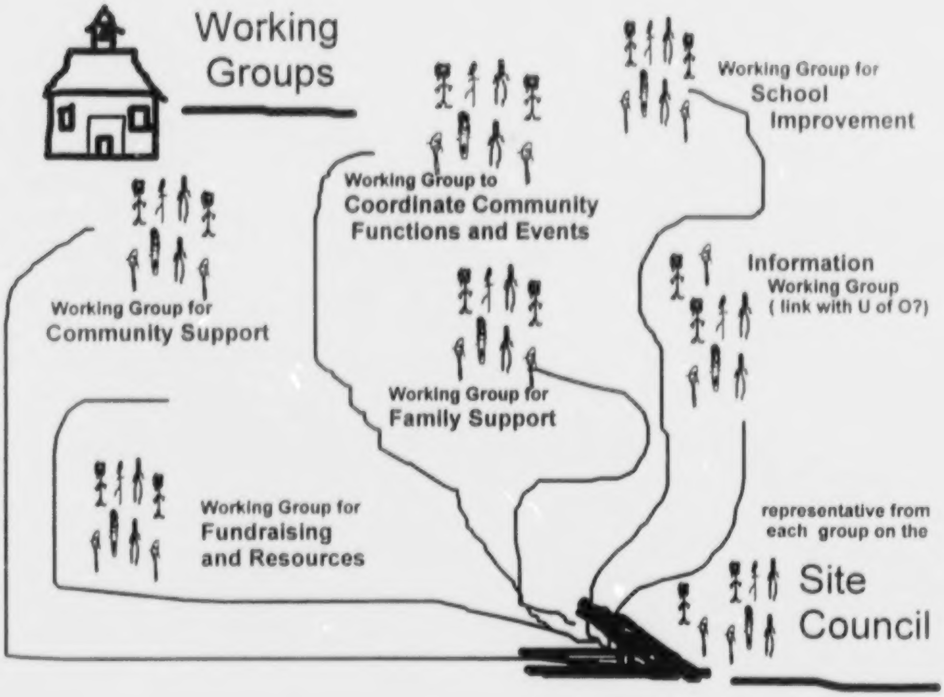
COMMUNITY LINKAGES:

Schools:

...become contexts for service to the community and centers for accessing services. They contribute to the growth and support of families and of the community.

Families:

...whether or not they have children in school, contribute to the mission and operation of the school. The role of parents in the school is not tied to the activities of their children.



Working Groups

Working Group for School Improvement

Working Group to Coordinate Community Functions and Events

Working Group for Community Support

Information Working Group (link with U of O?)

Working Group for Family Support

Working Group for Fundraising and Resources

representative from each group on the Site Council

Harrison Elementary School
Parent Survey - Winter 1996

Thank you for taking the time to complete our survey. Your opinions and ideas will help us to work together to improve our school.

Section 1: The school community

1. **Overall impressions:** *Finish the sentences below with the 3 - 5 words (or phrases) from the box which best describe your answer. You may use the same words as often as you like. If none of the words are right for you - use your own words.*

Note: *To save time you can write the numbers of the words or phrases you choose.*

The things I like most about Harrison are......

The most important things for children are....

Our highest priorities should be ....

1) perseverance
2) cooperation
3) learning
4) order
5) energy
6) control
7) challenge
8) class-size
9) care
10) kindness
11) questioning
12) fairness
13) play
14) safety
15) creativity
16) commitment
17) music/art
18) knowledge
19) competition
20) welcome
21) success
22) math
23) collaboration
24) community
25) discipline
26) fun
27) funding
28) teaching
29) nothing
30) P.E.
31) reading
32) respect
33) understanding
34) learning-another-language
35) getting-along-with-others
36) opportunities-for-all-kids
37) parent-teacher-cooperation
38) extending-kids-talents
39) everyday-life-skills
40) Oregon-Goals-2000
41) trying-new-things
42) problem-solving
43) standards-of-behavior

The areas I would like us to do better in are ....

The things we do best are....

I think too much emphasis is placed on .....

Essential things for kids to learn are ....

In your own words tell us what you think are the most important things for students to take with them when they graduate from Harrison Elementary School....

- -

- -

2. Communication and Information:

2a) I feel that ...... *(Check one box for each item)*

	Never	Some-times	Usually	Always	This does not apply to me
• If I have a problem with school I am able to talk to a teacher about it.	☐	☐	☐	☐	☐
• It is easy to make contact with the administrators at Harrison.	☐	☐	☐	☐	☐
• I know what is going on in my child's (children's) classrooms	☐	☐	☐	☐	☐
• I get all the information I need when I discuss my child's progress with the teachers.	☐	☐	☐	☐	☐
• I read all the information that comes to our home from my child's teachers.	☐	☐	☐	☐	☐
• I would like to know more about my child's learning and progress	☐	☐	☐	☐	☐
• I know what to do to help with homework	☐	☐	☐	☐	☐
• I am well informed about school events	☐	☐	☐	☐	☐
• The information that is sent home from the office is useful	☐	☐	☐	☐	☐
• I am comfortable communicating with the school office	☐	☐	☐	☐	☐

2b) How do you prefer to keep in touch with school? Rate the following ways 1 - 6 (1 = prefer most; 6 = prefer least)

Mail ☐ Conferences ☐ Email Recordings ☐ Telephone ☐ Notes ☐ Personal Contact ☐

3. Participation - Working together:

Some of the ways parents can be involved are .. *(Check the box that describes your interest or involvement)*	I'm not interested in this	I'm not interested but other parents should have the opportunity	I would like to do this	I do this sometimes	I do this often
• helping in classrooms e.g. reading, student projects.	☐	☐	☐	☐	☐
• site committee	☐	☐	☐	☐	☐
• curriculum planning discussions	☐	☐	☐	☐	☐
• field trips	☐	☐	☐	☐	☐
• Parent Advisory	☐	☐	☐	☐	☐
• homework	☐	☐	☐	☐	☐
• fundraising	☐	☐	☐	☐	☐
• visiting their children's classrooms	☐	☐	☐	☐	☐
• other i.e.	☐	☐	☐	☐	☐

Anything else you want us to know?

Section 2: Teaching & learning

In this section you have five choices for each response. Rate each of the statements ...

- # 1 - if you are **PLEASED** i.e. *"You really like the way the school does this."*
- # 2 - if you are **SATISFIED** i.e. *"You think the school is just OK here."*
- # 3 - if you are **CONCERNED** i.e. *"You think there are problems here."*
- # 4 - if you are **VERY CONCERNED** i.e. *"You think the school doesn't do this well, & that there are serious problems here."*
- **# 5 - if you are not sure what to answer, or if the statement doesn't apply to you or your experience.**

1 At Harrison children are learning

a) to become readers, and lovers of books # ....
b) about their local community, and history and the world around them # ....
c) to become problem solvers # ....
d) basic reading skills # ....
e) how to work together with one another # ....
f) to understand math and to use math in their daily lives # ....
g) to be creative # ....
h) about health and well-being # ....
i) to write well and in different ways # ....
j) about computers and the place of technology in our lives # ....
k) to understand and respect one another # ....

l) other i.e. .... #.......

- **I would like to know more about teaching & learning.**

☐ YES ☐ NO

- **I would like to learn more about how parents can help their children with learning.**

☐ YES ☐ NO

- **I am particularly interested in ...**

....

2 Creating a successful learning environment for students

a) School rules and expectations for appropriate behavior are clear to students, teachers and parents # ....
b) Teachers make learning fun, interesting and active for students # ....
c) In general students are interested in learning # ....
d) Classes provide a disciplined learning environment # ....
e) Children are taught to work cooperatively with other students # ....
f) Children get the support they need to be successful # ....
g) Teachers deal effectively, fairly, safely, and respectfully with children when there are problems # ....
h) The atmosphere in classrooms is pleasant encouraging and warm # ....
i) Teachers tailor learning to children's individual talents, aptitudes and needs # ....
j) Children are challenged to do their best in school # ....
k) The atmosphere in the hallways, lunch areas and playgrounds is energetic, encouraging and cooperative # ....

l) Other i.e. .... #.......

- **I would like to learn more about how parents can help create conditions that support their children's learning.**

☐ YES ☐ NO

- **I am particularly interested in ...**

....

3 Student assessment and program evaluation

a) Report cards give a good idea of children's work over the term # ....
b) Students are taught to assess their own learning # ....
c) Student led conferences are a good way for parents, teachers and students to review learning together # ....
d) Assessment practices at different grade levels are consistent # ....
e) Student portfolios (comparative samples of each child's work over the term) are a good way to review student's progress # ....
f) Parents have a good picture of the overall programs and approaches at Harrison # ....

g) Other i.e. .... #.......

- **I would like to know more about assessment.**

☐ YES ☐ NO

- **I am particularly interested in ...**

....

PLAN
For the Future

Section 3: Opportunities for Harrison

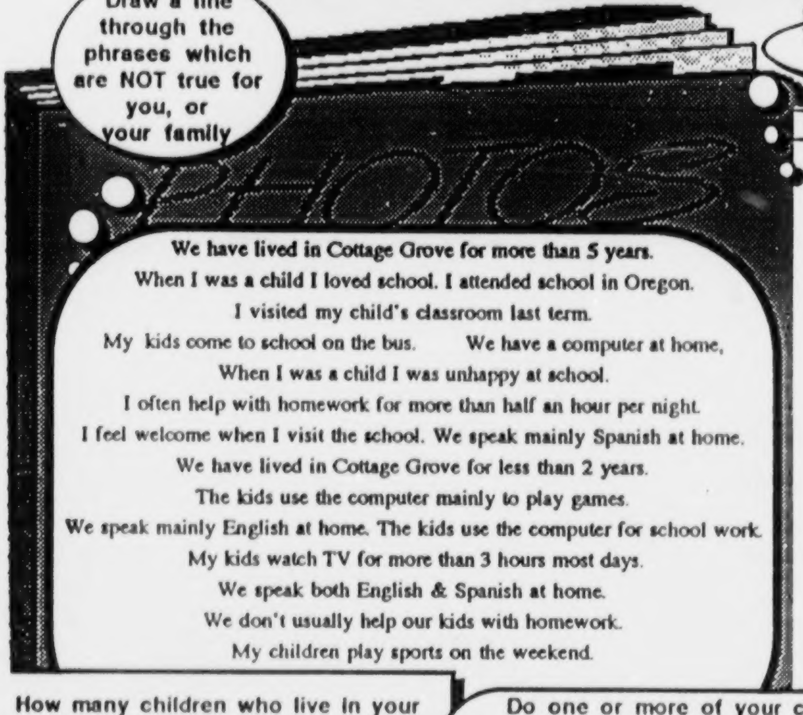
What other ways could parents help out at the school and/or work with the Site Committee?

What local resources or people we are not already using could help our school?

If you had 3 wishes what would you wish for Harrison Elementary School

In conclusion, tell us about yourself & your family

Draw a line through the phrases which are NOT true for you, or your family



We have lived in Cottage Grove for more than 5 years.
When I was a child I loved school. I attended school in Oregon.
I visited my child's classroom last term.
My kids come to school on the bus. We have a computer at home,
When I was a child I was unhappy at school.
I often help with homework for more than half an hour per night.
I feel welcome when I visit the school. We speak mainly Spanish at home.
We have lived in Cottage Grove for less than 2 years.
The kids use the computer mainly to play games.
We speak mainly English at home. The kids use the computer for school work.
My kids watch TV for more than 3 hours most days.
We speak both English & Spanish at home.
We don't usually help our kids with homework.
My children play sports on the weekend.

Tell us about the special gifts & talents of your children?

Age	Gifts & talents

How many children who live in your home ...

⇒ Attend Harrison Elementary School?
Girls # .... Boys # ....
⇒ Receive special education assistance and have an IEP? # ......

Do one or more of your children find school stressful? Why?

BEST COPY AVAILABLE

Junction City School District

Reporting Student Achievement to Parents

The Junction City School District has received a grant from the Oregon Department of Education to help improve student achievement through a variety of assessment and reporting procedures.

Parents and families are a critical element in pursuing this goal and so we need to know better what your current understanding and preferences are in order for us to build on them.

Please take a few minutes to tell us how it is for you.

Note: *Please do not refer to more than one school on each survey form. (You may obtain additional survey forms at the District Office, or make copies yourself)*

In this Survey I am telling you about: (Check ONE) ☐ JC High ☐ Oaklea Middle ☐ Laurel Elementary ☐ Territorial Elementary ☐ Other, ...

First tell us about your overall impressions of the school

Directions Finish the sentences below with the 3-5 words (or phrases) from the box below which best describe your answer. You may use the same words as often as you like (**just write the numbers of the words or phrases you choose**). If none of the words are right for you - use your own words.

The things I like most about the school are ......

The most important things for children are ......

The schools highest priorities should be

1) care
2) challenge
3) class-size
4) collaboration
5) commitment
6) community
7) competition
8) control
9) cooperation
10) creativity
11) discipline
12) energy
13) fairness
14) fun
15) funding
16) kindness
17) knowledge
18) learning
19) math
20) music/art
21) nothing
22) order
23) P.E.
24) perseverance
25) play
26) questioning
27) reading
28) respect
29) safety
30) success
31) teaching
32) understanding
33) welcome
34) every-day-life-skills
35) extending-kids-talents
36) getting-along-with-others
37) learning-another-language
38) opportunities-for-all-kids
39) school-to-work-transition
40) parent-teacher-cooperation
41) problem-solving
42) standards-of-behavior
43) trying-new-things

The areas I would like the school to do better in are ......

The things the school does best are ......

I think too much emphasis is placed on ......

Essential things for kids to learn are ......

In general how much do you know about your children's achievements at school?

Directions

Your children have the opportunity to learn many different things at school. On this page we have listed a number of different learning areas, and ten ways parents have told us what they know about their children's achievements at school.

Tell us what you know about your children's achievements in each learning area by writing (in the check-boxes) the # of the parent statement that is closest to your experience.

Note: If you wish to give two responses for any area, use the second check-box for your second choice.

Ten ways that parents have told us what they know about their children's achievements at school.

#1 - I know the grades they get in this area, but don't know details about their achievements

#2 - I mainly get information about their problems in this area

#3 - My children tell me lots about what they are learning in this area.

#4 - I see my children using their learning in this area in their everyday life

#5 - I learn most about my children's achievements in this area through personal contact with their teachers.

#6 - I have a good understanding of my children's strengths and weaknesses in this area.

#7 - I really don't know what my children are accomplishing in this area.

#8 - I know lots of details about my children's achievements.

#9 - Learning about my children's achievements in this area is not important to me.

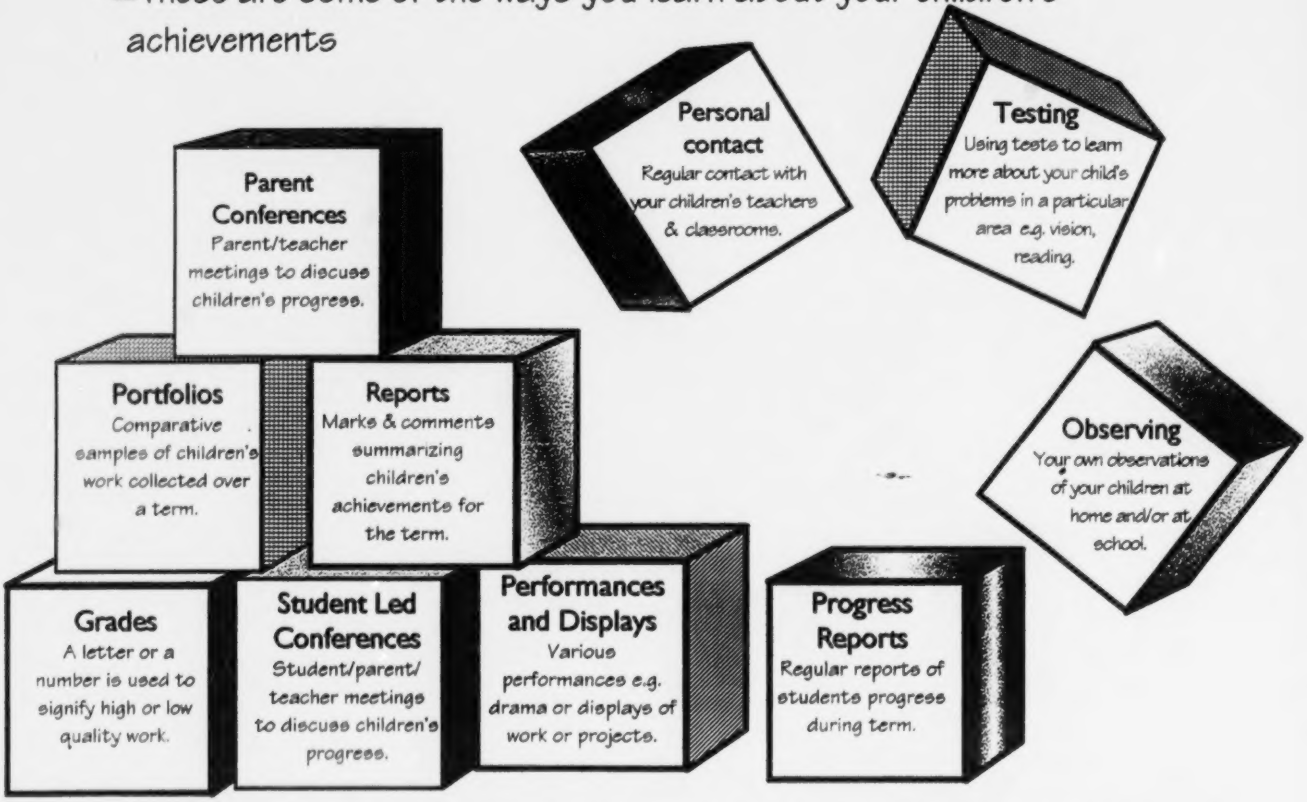
#10 - Other, i.e. ....

Learning Areas

	Responses 1st choice	Responses 2nd choice		Responses 1st choice	Responses 2nd choice
Athletics and sport	☐	☐	Learning about the world and the peoples of the world	☐	☐
Becoming responsible citizens	☐	☐	Learning to be a lifelong learner	☐	☐
Caring for nature and the environment	☐	☐	Mathematics	☐	☐
Communication - public speaking	☐	☐	Music	☐	☐
Computer skills	☐	☐	Reading	☐	☐
Cooperative ways of working	☐	☐	Science	☐	☐
Creativity e.g. drawing, painting, making things	☐	☐	Self-confidence and belief in themselves	☐	☐
Foreign languages	☐	☐	Study skills	☐	☐
Getting along with other people	☐	☐	Understanding work - preparation for work	☐	☐
Initiative and problem solving	☐	☐	Writing	☐	☐

Any other comments?

These are some of the ways you learn about your children's achievements



Parent Conferences Parent/teacher meetings to discuss children's progress.

Personal contact Regular contact with your children's teachers & classrooms.

Testing Using tests to learn more about your child's problems in a particular area e.g. vision, reading.

Portfolios Comparative samples of children's work collected over a term.

Reports Marks & comments summarizing children's achievements for the term.

Observing Your own observations of your children at home and/or at school.

Grades A letter or a number is used to signify high or low quality work.

Student Led Conferences Student/parent/teacher meetings to discuss children's progress.

Performances and Displays Various performances e.g. drama or displays of work or projects.

Progress Reports Regular reports of students progress during term.

Directions | **You can build a picture of your children's achievements from a number of different types of information. Which ways have you used? How useful is the information you have gained from each of these?**

☑ **Check one box for each information type.**

	Very useful	Sort of useful	Not useful	N/A	I have not experienced this, but I would like to know more about it.
Grades	☐	☐	☐	☐	☐
Observing	☐	☐	☐	☐	☐
Parent/teacher conferences	☐	☐	☐	☐	☐
Performances & displays	☐	☐	☐	☐	☐
Personal contact	☐	☐	☐	☐	☐
Portfolios	☐	☐	☐	☐	☐
Reports	☐	☐	☐	☐	☐
Student led conferences	☐	☐	☐	☐	☐
Testing	☐	☐	☐	☐	☐

What other ways do you learn about your children's achievements?

How many children who live in your home ......

(1) attend this school?

Girls ☐

Boys ☐

(2) also receive special education assistance & have an IEP?

Girls ☐

Boys ☐

How do you know if there is a problem with your child's learning? How do you find out more if you are concerned?

In your own words tell us what you think are the most important things for students to take with them when they graduate from this school............

Considering the school overall ....

How do parents form a picture of the overall programs and achievements of their children's schools?

Participation - Working together

Check the box that describes your interest or involvement:

	I would like to do this	I do this sometimes > 1 per month	I do this often < 1 per month
Helping in classrooms	☐	☐	☐
Conferences	☐	☐	☐
Sporting Events	☐	☐	☐
Fundraising	☐	☐	☐
Site Council	☐	☐	☐
Visiting my children's classroom/s	☐	☐	☐

Any other comments?

Thank YOU!

Please return to:
J.C. Surveys (Attn. Nadia Katu)
Schools Projects (STP)
1235 University of Oregon
Eugene OR 97403-1235

Prepared for Junction City School District by Mary C. Dalmau, Schools Projects, College of Education, University of Oregon, May 1996

Junction City Schools District
Goals 2000 Grant:
Teaming Educators to Advance Measurable Successes (TEAMS)

PHASE 1 REPORT

September 24, 1996

Project Director	Dianne Ferguson
Authors	Ginevra Ralph Susan Stewart Mary Dalmau Nadia Katul Susan Brengelman

Schools Projects
Specialized Training Program
University of Oregon

JUNCTION CITY SCHOOL DISTRICT
GOALS 2000 GRANT: PHASE I REPORT

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JUNCTION CITY SCHOOL DISTRICT
GOALS 2000 GRANT: PHASE I REPORT

Teaming Educators to Advance Measurable Successes (TEAMS)

In January, 1996, the Junction City School District was awarded a Goals 2000 Grant by the Oregon Department of Education. The focus of the grant, entitled *Teaming Educators to Advance Measurable Successes*, is to "improve student achievement for all students, with a particular emphasis on low-achieving students and students with disabilities." The project proposed using action research strategies with cross-school and within-school Study and Work Teams "to develop, demonstrate, evaluate, and disseminate successful strategies for improving student achievement."

The request for proposals required partnerships with business and community members and institutions of higher education. Dianne Ferguson and members of the research staff at the Schools Projects, Department of Special Education and Community Resources, University of Oregon, assisted the District team to prepare the project proposal. As the required higher education partner involved in the grant, the Schools Projects identified role in the TEAMS Project was "to collect and analyze data at various stages through the project, contribute the resources of practicum students and graduate interns, and assist in the delivery of professional development activities."

TEAMS' Action Research

Project *TEAMS*' action research design required an initial data collection phase that would be used to design professional development, as well as subsequent action research cycles. Thus, in the spring of 1996 Schools Projects staff began the initial data collection phase for the *TEAMS* project. First, Project staff conducted voluntary interviews with administrative and teaching staff from the four Junction City schools. Second, we constructed a parent survey which was mailed to every family who has a child enrolled in the District. This report describes these activities in detail and summarizes the results of this initial phase of *TEAMS* Project activities.

The Interview Process

First we conducted open-ended, small group interviews with the administrative staff and site council parent and teacher representatives from each school (Territorial Elementary, Laurel Elementary, Oaklea Middle School, and Junction City High School) for a total of 10 participants. These interviews first reviewed the purpose of the grant and then explored what these teams were interested in learning about student assessment and achievement through the upcoming teacher interviews as well as how best to organize the interviews in relation to each school's scheduling and work group characteristics.

Next, in conjunction with *TEAMS* Project director Sally Angaran, we developed an interview guide designed to provide information about teachers' current assessment practices and covered:

- what they felt worked well and less well, particularly for students with special needs;
- some specific information about their knowledge of certain alternative assessment practices;
- their communication with parents and various issues regarding reporting student learning;
- and suggestions for what they thought would be helpful in improving District assessment practices and better support student achievement.

The interviews were open-ended and often followed threads of discussions that arose but were not necessarily listed on the interview guide. A copy of the Interview Guide is included as Attachment A.

During late winter and early spring, we interviewed 69 of the 111 teachers in the JC School District. Teachers were interviewed either individually or in small groups, according to teachers' individual schedules and/or preferences. Interviews were voluntary and anonymous. The Research staff took notes during the interviews and used cassette recordings to facilitate both the interview and transcription process. The tapes were destroyed following transcription. All but one of the teachers allowed us to tape their interviews. For those who indicated that they were willing to participate, but who had difficulty scheduling an appointment or were "no shows", we offered telephone interviews and rescheduling opportunities. Table 1 summarizes interview participation at each school.

Table 1: Teacher Interviews

SCHOOL	TOTAL TEACHERS	# INTERVIEWED	# NO SHOWS	# DECLINED
Junction City HS	37	15	18	4
Oaklea MS	34	25	9	0
Laurel ES	34	23	11	0
Territorial ES	6	6	0	0
Total	111	69	38	4

The data in this report were compiled across the District but were also analyzed by school. The results are organized into three topical areas: (1) the current assessment practices in the District; (2) the reporting procedures used to communicate results both to other school personnel and to families; and, (3) questions and suggestions that may help to inform the next phases of the *TEAMS* Project.

The Family Surveys

At the close of the school year we developed a 4-page family survey regarding assessment and reporting practices, as well as a few more open-ended questions about parents' perceptions of JC schools. This survey was mailed to the roughly 1350 families with children in attendance in the Junction City School District. Questions and topics on the survey derived both from the Schools Projects' research experience in the subject as well as from preliminary analysis of the interviews conducted with administration and teachers. A follow-up advertisement in a local newspaper reminded families to mail in the surveys. These data are also summarized below and a copy of the survey is included as Attachment B.

The surveys were not designed to generate statistical information, rather to ask parents to communicate from a number of perspectives how they learn about their children's achievements and problems and their priorities for their children's education. The survey was mailed to parents during summer vacation. One hundred and fifty families, representing 211 students replied. Table 2 below summarizes the survey response for each school. The parents were enthusiastic in their responses. They presented a wide range of perspectives and in addition to answering the survey questions provided many additional comments -- there were 139 additional comments about *What is most important for students*, and 136 about *Learning about any problems with their children's education.* A number of parents thanked the school district for asking their opinion and asked, "*How will you use this information?*" One parent said, "*This is the most relevant survey I have seen on student achievement…Thank you for asking.*"

Table 2: Family Surveys

SCHOOL	TOTAL # RESPONSES	# OF STUDENTS REPRESENTED			
		STUDENTS	GIRLS	BOYS	# WITH IEP
Junction City HS	46	57	31	26	2
Oaklea MS	47	70	29	41	5
Laurel ES	47	71	35	36	11
Territorial ES	10	13	10	3	1
Total	150	211	105	106	19

Current Assessment Practices and Uses

During each interview, we asked teachers to describe their current assessment strategies from several vantage points in order to gather information about their overall approaches. We asked them to discuss:

- what they assess and how they assess it
- differential strategies that they use for different learners
- the frequency they use their different types of assessment
- how the information generated is used and by whom
- some questions about certain specific types of assessment
- what they feel currently works well to document and support student achievement
- how satisfied they are with what they do for the full range of student ability that they encounter.

Not surprisingly, many assessment tools and procedures are being implemented throughout the District. Figure 1 summarizes the wide variety of assessments being conducted. Assessments span the range from daily probes to semi-annual parent-teacher-child conferences, academic skills development to acquisition of aesthetic values, comparative information to self-evaluation, and so on.

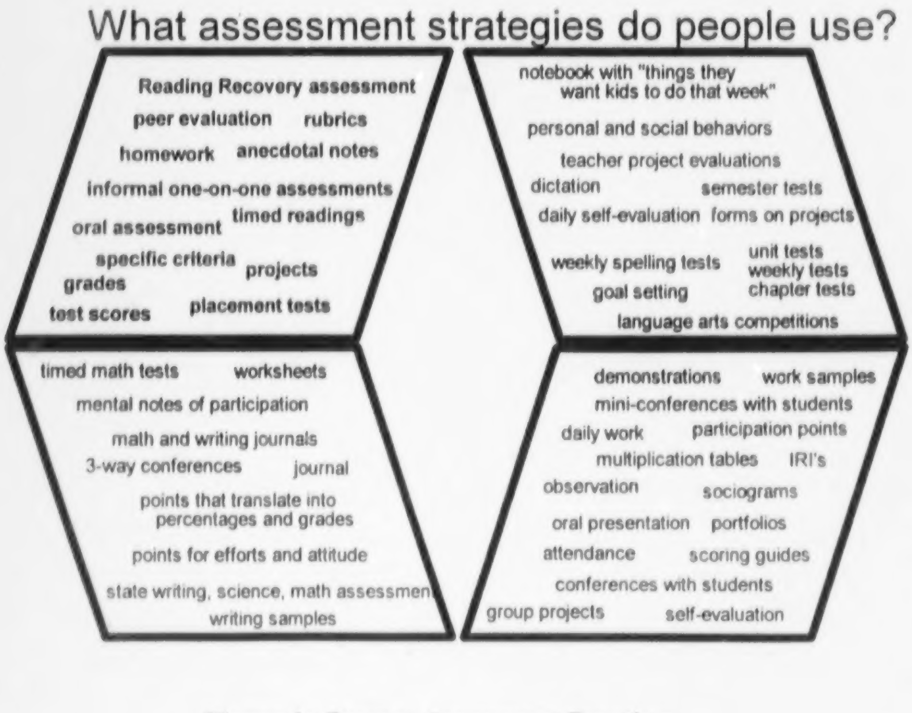

What assessment strategies do people use?
Reading Recovery assessment
peer evaluation
rubrics
homework
anecdotal notes
informal one-on-one assessments
oral assessment
timed readings
specific criteria
projects
grades
test scores
placement tests
notebook with "things they want kids to do that week"
personal and social behaviors
teacher project evaluations
dictation
semester tests
daily self-evaluation
forms on projects
weekly spelling tests
unit tests
weekly tests
goal setting
chapter tests
language arts competitions
timed math tests
worksheets
mental notes of participation
math and writing journals
3-way conferences
journal
points that translate into percentages and grades
points for efforts and attitude
state writing, science, math assessmen
writing samples
demonstrations
work samples
mini-conferences with students
daily work
participation points
multiplication tables
IRI's
observation
sociograms
oral presentation
portfolios
attendance
scoring guides
conferences with students
group projects
self-evaluation

Figure 1: Current Assessment Practices

Interviews revealed a good deal of variation between schools, within schools by grade, and from teacher to teacher. Some of the differences emerge from different philosophical perspectives about what children should learn, while other differences are based on the need for either quantitative or qualitative information, differences in response to individual student needs, and time and resource constraints.

The manner in which progress is documented at the end of a quarter is a good example of the variation between schools. Territorial has introduced progress reports that indicate the skills the child has mastered. The focus, based on developmental levels and age-group expectations, is on what the child learned during the quarter. Similarly, Laurel uses three-way conferencing to demonstrate the growth that a particular child has achieved. Both elementary schools emphasize individual progress by comparing the child to his/her former skill levels.

Elementary schools tend to emphasize reporting individual student growth and accomplishment. Secondary schools tend to translate achievements into grades for reporting.

Oaklea, in contrast, introduces grades into quarter~~ly~~ report cards. Formulas for grading are articulated school-wide. For example, Block consists of three subjects chunked into one period of learning, so each subject is weighted as 1/3 of the total Block grade. Scoring criteria, that form the basis of the grades, compare the students' performance to normative expectations of particular assignments. Qualitative information is added using pre-determined categories in the computerized report card format. This shift to a reliance on grades continues into the high school.

Teachers typically collect more information about student growth and achievement than gets included in school-wide reporting to families.

We should clarify here that how assessment information is reported does not necessarily reflect the method of assessment. Teachers at all levels use process-/product-oriented, comparative/individualized, and other assessment strategies within their own classrooms and teaching. Typically the variation comes from a particular teacher's philosophical perspectives about education and assessment. However, these classroom-based practices are not all reflected in the school-wide reporting systems used to communicate to families and other constituency groups.

One perspective held in the district is that children should learn how to gather information, use resources, and demonstrate their knowledge through practical activities. Often teachers who hold this perspective are interested in the process as well as the products of student learning, and group work in addition to individual progress. Assessments that reflect this more "student-centered" view include: peer- and self-evaluations, various kinds narrative records and notes, informal one-on-one assessments, projects and work samples, journals and portfolios, and conferences. Teachers emphasize the student's ability to use the information that s/he has learned in meaningful ways.

Another perspective focuses on students' acquisition of discrete information. Teachers who approach education from this view use more standardized assessment tools and placement tests, periodically give tests to measure accuracy of students' information recall, and base grades on points and percentages. The emphasis here is on the breadth of knowledge the student has been able to learn and how s/he is able to demonstrate that knowledge given a specific structure or format.

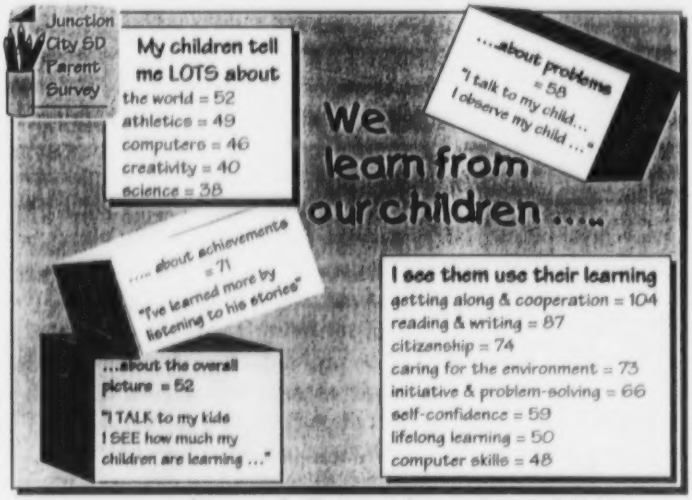
These perspectives are not simply dichotomous. Many teachers have created assessment systems that are amalgamations of several tools used to collect different types of information. One teacher put it this way,

"Students here are told to work cooperatively, yet tests require students to work alone. We encourage students to work together."

> *[My] constant daily assessment consists of "running" records on how they were feeling, [their] social and on-task behaviors. "Hard-core" assessment focuses on discrete skills needed for reading [ABCs, letter case recognition, expressive and receptive sounds, word recognition, phonics, etc.]...*

Nevertheless, the practices of any individual teacher we talked to tended to rely upon one of these two perspectives more than the other. Very few seemed to hold both perspectives in balance in their day to day practices even if they expressed a desire for that balance in principle.

We asked parents about their knowledge and understanding of their children's achievements and problems. They told us that what they learn *from* their children is very important to them—they described talking with their children, helping them with their school-work, observing them using their learning in practice, observing their happiness or unhappiness and observing them in their classrooms at school. Many reported that they have a good understanding of their children's strengths and weaknesses in *writing, study skills, self-confidence, athletics, getting-along-with-others, reading, creativity, mathematics, work-preparation, initiative and problem-solving, and citizenship.*



My children tell me LOTS about
the world = 52
athletics = 49
computers = 46
creativity = 40
science = 38

...about problems = 58
"I talk to my child...
I observe my child ..."

.... about achievements = 71
"I've learned more by listening to his stories"

...about the overall picture = 52
"I TALK to my kids
I SEE how much my children are learning ..."

I see them use their learning
getting along & cooperation = 104
reading & writing = 87
citizenship = 74
caring for the environment = 73
initiative & problem-solving = 66
self-confidence = 59
lifelong learning = 50
computer skills = 48

Figure 2: Parents learn from children

We asked parents to rate the usefulness of the different ways learning is reported. Their highest rating (140/150) went to parent-teacher conferences, followed closely by personal contact with the teachers and other staff, observing their children, and performances or displays of children's work. Then came

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reports followed by grades, testing, and portfolios. While more than half the parents found student-led conferences useful, a number of parents said they had no experience of this type of conference, questioned the way they were organized, or said that they should supplement but not replace parent-teacher conferences. Twenty five parents made special mention about the usefulness of progress reports in helping them to understand their children's problems.

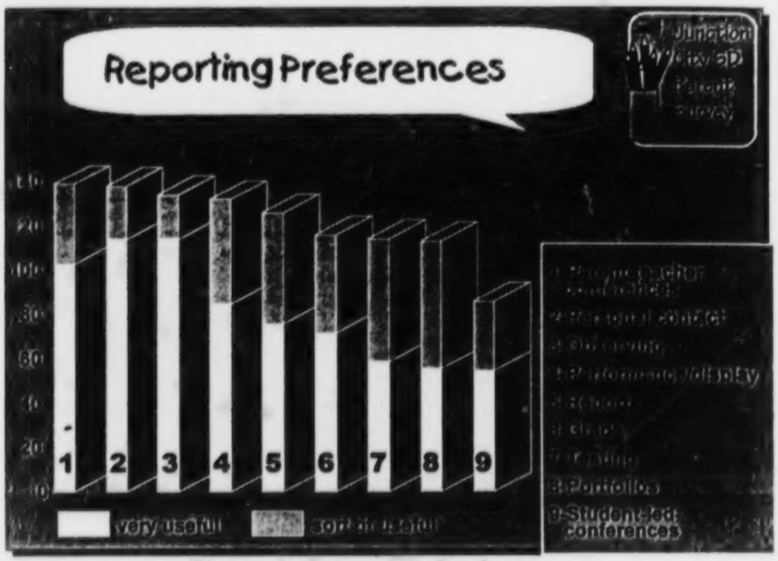

Figure 3: Reporting Preferences

Users and Uses

Assessment practices also change depending on who used the information and how it was used. Figure 4, (p. 8) summarizes what teachers' said about who uses the assessment information they gather and expands a bit on how the information gets used.

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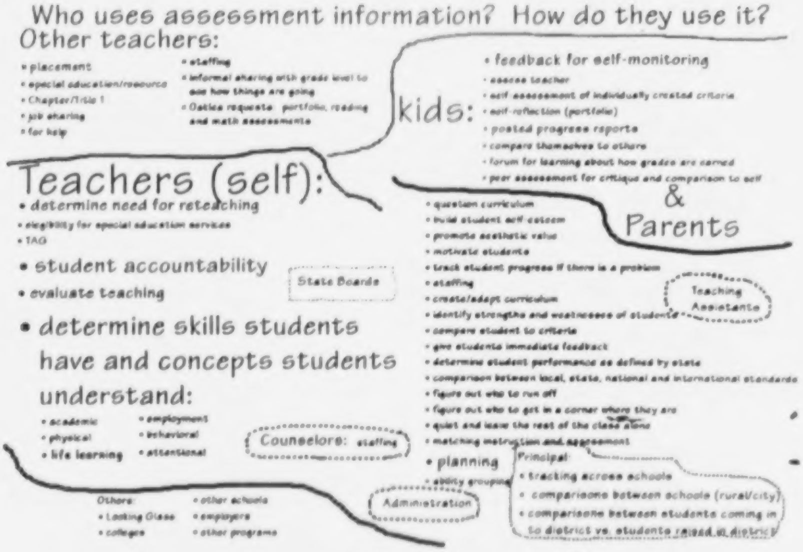
Who uses assessment information? How do they use it?
Other teachers:
• placement
• special education/resource
• Chapter/Title 1
• job sharing
• for help
• staffing
• informal sharing with grade level to see how things are going
• Oaties requests portfolio, reading and math assessments
kids:
• feedback for self-monitoring
• assess teacher
• self assessment of individually created criteria
• self-reflection (portfolio)
• posted progress reports
• compare themselves to others
• forum for learning about how grades are earned
• peer assessment for critique and comparison to self
& Parents
Teachers (self):
• determine need for reteaching
• eligibility for special education services
• TAG
• student accountability
• evaluate teaching
• determine skills students have and concepts students understand:
• academic
• physical
• life learning
• employment
• behavioral
• attentional
State Boards
Counselors: staffing
• question curriculum
• build student self esteem
• promote aesthetic value
• motivate students
• track student progress if there is a problem
• staffing
• create/adapt curriculum
• identify strengths and weaknesses of students
• compare student to criteria
• give students immediate feedback
• determine student performance as defined by state
• comparison between local, state, national and international standards
• figure out who to run off
• figure out who to get in a corner where they are
• quiet and leave the rest of the class alone
• matching instruction and assessment
• planning
• ability grouping
Teaching Assistants
Principal:
• tracking across schools
• comparisons between schools (rural/city)
• comparisons between students coming in to district vs. students raised in district
Administration
Others:
• Looking Glass
• colleges
• other schools
• employers
• other programs

Figure 4: Users and Uses of Assessment Information

Teachers perceive themselves to be the largest group of consumers of assessment information.

Teachers primarily use assessments for planning curriculum and teaching, asking themselves questions such as "What do the students know and need to learn?", "Did they understand what we just did or do I need to reteach something?", and "Have our goals been met, and how quickly are we making progress towards them?" At least one teacher mentioned that she also has the students assess her content and instruction.

In addition to themselves, teachers also identified a wide variety of other users and applications for the assessment information they routinely generate. To some degree teachers share assessment information with other school personnel, including other teachers, support specialists, counselors, administrators and teaching assistants. Among the most common reasons teachers reported for sharing student performance information were:

- To identify concerns and request assistance for perceived problems,
- To identify special support needs for all types of students, including "TAG" students,
- To inform multidisciplinary team meetings on individual students, and
- To make ability grouping and placement decisions.

Teaching teams reported using student assessment information to informally make comparisons across grade levels, to check students' progress against each other, or to inform job-share or co-teachers about the class status. A few of the interviews reported using information to assist in the transition of students from grade to grade or across schools, but the exact information shared in such transition situations was not necessarily clearly or consistently identified across the teachers that mentioned this purpose. For example, three different teachers explained:

> *They (middle school) ask us to rate the kids too in those areas – like low average and so on. I don't know if they do anything with that. I think they have a high math.*
>
> *[I use it to] share with the students, parents, and when it's required to send on to the next grade level or the middle school. We supply what they request: like the writing assessment, state assessment stuff. But beyond that nothing. I think it helps them group them within their blocks.*
>
> *I guess I use my assessment information to give grades. Then parents do to determine there their student is and are they successful. Ultimately, I use it in terms of placement for High School.*

Use of portfolios and teachers' preferences for them is a continuing area of discussion throughout the district.

In particular, we thought the information we gathered about the design and use of portfolios reflected some mixed feelings among teachers as a whole. We will look a bit more closely at teacher comments specifically about portfolios later on, but a middle school and high school teacher each noted:

> *The portfolios coming from Laurel – I have no idea where they go, because I've never seen one. I mean I've seen them held up that "this is an example of what comes from Laurel & Territorial." But I don't have 5th grade either – so I think they go to the Block classes.... because that's where 5th 6th & 7th grade block teachers take care of the portfolio and 8th grade language arts take care of the portfolio, so I imagine they go to 5th grade block. How useful are they? I don't have any idea. I get the 6th grade portfolios and I never even look at them. I don't know if 8th grade looks at my portfolios or not because I have no idea. And I know that when they go to the high school nothing happens to them right now.*
>
> *[The portfolios have been] kept within the English Department, and this was our opportunity to do a more integrated one where we could be more flexible about topics and what's included. But we're still at a point where everybody doesn't do it....There are three different teams of teachers who teach Humanities. Everybody does some sort of portfolio, but they're not all the same. And I think the purpose for doing it isn't the same for each Block.*

Parents also reported mixed feelings about portfolios. Nineteen parents said they would like to know more about the idea. Other said they did not see portfolio updates, nor understand how they fitted in with other forms of assessment.

Using student assessment information for program comparison and improvement a priority for administrators.

District administrators reported a need for assessment information on a broader scale in order to accomplish program evaluation. Program evaluation priorities mentioned included a need to compare program status among Junction City schools as well as across other rural and urban districts. The interviews identified other community consumers at both the student evaluation and program evaluation levels, ranging from the State Board of Education, community businesses and social service programs, other schools and colleges, and future employers of JC graduates.

The students themselves were also identified as important users of the assessment information. Many teachers commented that they designed assessment systems in order to provide immediate feedback and self-monitoring information to students. Strategies mentioned range from posted progress reports to written self-reflections and self-assessments of work, as well as systematic efforts to develop students' skills in conducting peer critiques. One teacher who incorporates peer assessment and review expressed the rationale this way:

Students are increasingly important consumers of assessment information.

> *The thing I like about the peer assessment that I do is they get to see a lot of other work and see if it is quality work and compare their own work to that. A lot of it is so subjectively graded, I just didn't want the pressure of kids asking me why I gave them a certain grade.*

In sum, teachers who identified students as users felt the various strategies they used hold students accountable for their learning and behavior, help make students aware of – and proud of – their own progress, and provide an opportunity for students to understand evaluation procedures and how standards are set.

Teachers believe parents' priority is to know how their student compares to other students.

Of course, teachers also identified that a number of their assessment strategies are designed specifically to report student progress to families. In response to questions about families' use of assessment information, many teachers felt parents use student assessment information to judge how their student is doing in comparison to other students. However it is not clear if teachers' perceptions about what parents actually *want* to know have an impact on the assessment process. We will return to this issue later.

What Works

Throughout the interviews we offered teachers a number of opportunities to directly and indirectly identify assessment strategies that "work well" to support and document the achievement of their students, with a particular emphasis on what they find effective for students with diverse learning needs. They described a variety of strategies they believed provide them with the information they need to adjust their teaching, plan new lessons, and document student progress. Figure 5 depicts the range of assessment practices teachers mentioned. The capitalized strategies were mentioned most frequently as approaches the teachers felt helpful in supporting the achievement of all students.

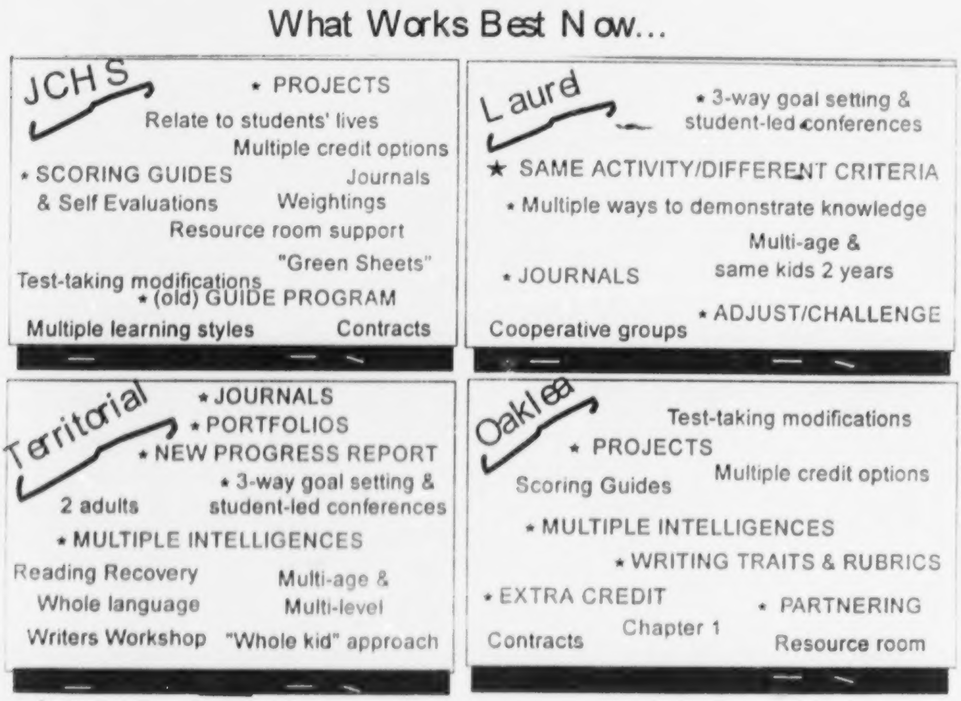
What Works Best Now...
JCHS
* PROJECTS
Relate to students' lives
Multiple credit options
* SCORING GUIDES & Self Evaluations
Journals
Weightings
Resource room support
"Green Sheets"
Test-taking modifications
* (old) GUIDE PROGRAM
Multiple learning styles
Contracts
Laurel
* 3-way goal setting & student-led conferences
★ SAME ACTIVITY/DIFFERENT CRITERIA
* Multiple ways to demonstrate knowledge
Multi-age & same kids 2 years
* JOURNALS
Cooperative groups
* ADJUST/CHALLENGE
Territorial
* JOURNALS
* PORTFOLIOS
* NEW PROGRESS REPORT
* 3-way goal setting & student-led conferences
2 adults
* MULTIPLE INTELLIGENCES
Reading Recovery
Multi-age & Multi-level
Whole language
Writers Workshop
"Whole kid" approach
Oaklea
Test-taking modifications
* PROJECTS
Scoring Guides
Multiple credit options
* MULTIPLE INTELLIGENCES
* WRITING TRAITS & RUBRICS
* EXTRA CREDIT
* PARTNERING
Contracts
Chapter 1
Resource room

Figure 5: What Works Now

Teachers emphasize specifically designed, as well as more generic curricular approaches as useful for improving achievement of students with different learning needs

Broadly speaking, teachers discussed specific curricula, types of activities and outcomes, as well as individual modifications and alternative strategies. Specific curriculum or teaching approaches were most frequently cited in the elementary schools with several educators identifying Reading Recovery and Writers' Workshop as particularly effective in supporting the achievement of all students.

> *Writer's Workshop really is a good, developmentally appropriate activity we all do in our school. And that's why writing samples are a real good indication of where they are in their communication in general [and] so that I don't have to do planning for each kid. My*

> *expectations are different for each of them, but as a group they don't see that. They have certain criteria they have to write before they get one published, and how many pages they have to write. But individually I've got kids who can write a 1-sentence page or at least "this much" per page. My expectations are different for kids, and they don't see that whole picture, but they know what they're expected to do. They probably see other people around them, but they don't think it's unfair either.*

Individually tailoring demands, products, and assessments was often cited as helpful with different students.

Teachers also frequently mentioned a few specific assessment strategies that work for all students which *do not* require substantial adjustments to accommodate different learners. Rather, they described strategies that promote an understanding of "where the student is" in his or her learning, and thus what it is they would hope or expect to see from a particular assessment activity, especially those where the students can demonstrate what they know and have learned. Portfolios, journals, and projects were frequently identified in this context. Several teachers, particularly from the middle and high schools, mentioned that "projects" were an opportunity for students to demonstrate not only what they have learned in a given area, but to produce it in multiple and complex ways that highlight the student's individual learning strengths and preferences.

> *And then they have to compile everything, all of their experiences and in this project they choose how they're going to present it. So some might do a montage, some might do a journal. They might create a diary. Some might edit a video tape. We had a pretty fantastic one last year. And others may create a fiction story based on all the different experiences that they have. And then the final piece is that they write a reflective short essay on it which kind of explains the choices that they made. So almost everybody does really well on this because it's really involved and if you [include] all the pieces they have the opportunity to demonstrate so many different things that they've done. So... we call it a "project" for lack of anything better.*

Two middle school teaches echoed the flexibility that "open ended" projects offer.

> *I did a really big project with my students and they knew all the points they could earn, so if they chose not to present they wouldn't flunk the whole thing. Some kids did a lot and others did less, but still got a grade like a C or D, depending.*
>
> *I think projects work really well because they can do what they're able to do at their level, and you'll get everything from a 10-page study on "whatever" to maybe a shoebox diorama that demonstrates their ability – and those are valued by everyone in the class. There's appreciation because it's different, individual. I like to do group projects too where there's a cooperative backbone to it, and they have to work as a group. I do a lot of both. And for the student who is sort of the isolate, you know, no one wants to work with and usually wants to run the show, they're forced into a situation where they have to work with other children. I*

> *think there are a lot of gains. So I've focused a lot in the project area. . . that I try to establish a criteria for them, and I always send a letter home and say "This is what the expectation is, your child can choose" They talk it over with Mom and Dad "I'm going to do a diorama and I'm going to do a mural on colonial life." And then it's brought back with their signature and with my signature. It is a contract with a due date right up front.*

Others described a range of ways to accommodate different learners in the curriculum and to support their "passing the class" by providing extra credit opportunities, defining different criteria for different learners within the same activity, and crediting effort and participation highly. Other high school and middle school teachers commented:

> *If a student simply participates she or he will receive a B- for the class. If a student has an IEP she or he can receive assistance from the resource room on quizzes. One student wrote down what she learned for the week rather than answering [test] questions.*

> *In some situations they might be graded on his or her performance and not the end product. They may be graded on whether they make it to class, brought their book. They are prepared, if they are paying attention and giving it their best effort, then that is the criteria you use for that student. It is separate from anyone else in the room.*

Teachers want to further explore using Multiple Intelligence Theory to personalize learning for all students.

Representatives from all four of the buildings mentioned that Howard Gardner's theory of multiple intelligences was critical to thinking about making assessment – and school in general – more meaningful and positive for all students. Faculty members in all the schools mentioned that they would like to learn and do more in this area:

> *And then the other thing is looking at the 7 Intelligences, if you look at it that way academics is not the only thing. I have some kids who really have a strength in certain things -- foreign language -- that they don't get on a day to day basis where probably they would shine in them if they could. We have a strong music program, it's just wonderful, and PE – where kids can feel successful. And I think that self-esteem is what we need. I think that will help kids want to stay in school, and help kids be motivated to learn. If they feel good in something and then they can carry it on to something else.* [elementary]

> *I think it has been really exciting in our school because we have had some training in working with the different intelligences assessing in different ways other than just tests. And so some of the low performing kids have ways of being successful. Not like before where everything was written and they weren't really good at writing. They become more productive and more successful. That's what I see in the resource room anyway. Kids can do projects and they have a chance. They are trying harder too.* [middle]

> *I try to make it [assessment] more than a one-pronged deal. I hope to hit multiple learning styles....If the kids don't get that it has some bearing on their life, I haven't succeeded....[You] pull upon their life experience and you evaluate things on what they bring to it. I don't think it is an intellectual deal, I think it is a [points to heart] deal. And when you engage them here [points again] they get it. I don't have many kids who don't make it.* [high school]

On Grading

Even though we did not ask direct questions about grading, a number of teachers brought the topic up. Typically they raised the topic while also talking about how calls for "high standards" and standardized grading systems were creating new dilemmas for them with regard to their practices of encouraging students to participate differently in the curriculum depending upon their various abilities as well as difficulties as learners. Not unlike other districts both locally and nationally, the grade 5-12 teachers expressed a complex range of approaches to how they determine students' grades. Grading may be a topic for more inquiry and discussion for JC teachers, especially in light of the shift students experience from non-graded elementary schools to grades in the middle and high schools, and teachers' current experiments with scoring guides, rubrics, and different types of progress reports.

The elements and criteria teachers take into account when giving grades range from the usual "work completed", participation, tests, and daily homework, to the seemingly more subjective "improvement shown", grading differentially "on different criteria and modified assignments", and allowing re-takes or extra credit to "make up for poor performance on tests". Some teachers defended this wide range: "I grade them according to what they can do and not according to what Johnny over here can do." But others worried that such a wide range of practices for determining the meaning of grades creates confusion about what a grade means. Two middle school teachers related:

"Grading" means different things to different teachers, administrators, and parents.

> *Parents' understanding what the grade really means – that's probably the biggest problem, is if for a modified assignment the grade may be an A or a B, but then the expectation when they go to high school they might get upset because their kid is not capable of doing average high school work.*

> *Our grading goes 90, 80, 65, 50 to allow those low level kids to be successful or feel that they are.... The percentages have been that way for years. We get complaints about the lower end – that it is too easy to get a passing grade.*

One high school teacher identified difficulties translating IEP criterion statements to the standard report card grading system. The resolution for this teacher was the determination that "if 70% is the criteria set for the individual on the IEP, then a 70% on the test equals 100% in the grade book." Another teacher preferred a different strategy.

> *When I came out of the School of Ed --- they were so solid on, you know, you should use point systems, or you should do something that's fairly objective, students know what they have to know, whether they are passing/failing. I was diligent about doing that, and then I realized "I have a problem because a 6 out of 10 on an assignment is essentially failing, yet that might be the best that that student can do. So now I changed and on all the daily work if they are doing the best they can do then they get an "O" – they're making outstanding progress. Or an "S" for satisfactory or an "S+" for "you're on the right track", or an "S-" means "oh-oh"! So then I don't do any of that point stuff. It's so much more subjective, except that I think it comes out much more realistic. So I can take a student, and it doesn't look "wrong" in my gradebook. If I have a student who's on an IEP, I can tell him he's making outstanding progress, and I'm not lying. I'm not giving him 10 out of 10. You know, he's doing what he's supposed to be doing, and so that's made a big difference. But then it's hard for the student who wants to "just pass". They never know where they are! Because if they are missing assignments it's really a problem. Or if they consistently do "below satisfactory" then they're completely going to rely on their tests and their projects to prove that they deserve to pass the class.*

These solutions, however, probably still don't obviate the issues raised earlier and do not adequately deal with the complexity of "passing" a class or a grade in the context of current and historical understandings of the purposes of school.

Teachers worry that the meaning of grades may vary too much to make the same grade comparable for different students, especially students on IEPs.

The "pass, no-pass" system, another option for grading differentially, received mixed reviews. One teacher did not like the system because "it is harder to motivate students without grades." Others teachers felt a pass/no pass system could be a useful modification -- for example, as an option to negotiate a contract with the family and student that the student will "pass" if 50% of the work is completed. A district math teacher expanded on the use of individual contracts this way:

> *It is usually in the contract that the student will receive a C or better. So if the student doesn't meet the criteria, his grade may drop. . .I need to make adjustments. I have to go through my grade book and cross out things that they are not accountable for because they can't handle it. . .I would just throw that [criteria] category out. It's not fair to grade them on something they can't do. I grade them on just what they can do.*

Generally speaking teachers seemed to feel that grades were a good way to communicate with parents because grades make sense to parents, but grades were not the best way to assess learning. We heard a strong sense of ambivalence about the value of grades throughout the interviews. One teacher reported realizing that grading isn't an "intrinsic motivator" and did not like to grade. The same teacher felt that "grading needs to be honest and fair, instead of worrying about hurting children's feelings – it's the real world", yet also realized that "some have learned a lot, but can't show it, some haven't learned much, but can work the system." Another teacher tried to explain the dilemma to the students themselves:

> *Sometimes I get caught up in letter grading. I['d] like to conference more with the students.[For] some students a letter grade is all they know. They ask if they are being graded on an assignment. I tell my kids that sometimes we do things that we don't get graded on. Do you get graded on things that you do every day in your life? Sometimes you just do things to learn and you should strive to do your best whether you are being graded or not.*

The parents showed mixed feelings about grades. They rated them only 6th in usefulness as a means reporting. Ten parents wanted to know more about grades. Comments varied from, "Grades overstate their true knowledge of a subject," to "Grades are a valuable thermometer." In general the few parents who expressed dissatisfaction with either their children's school or assessment and reporting in general, also asked for more focus on grades.

More on standardized assessments, incidental learning, and "authentic" assessment

Standardized and State Assessments

Feelings in the District about the usefulness of standardized assessments appear to be quite varied. Many teachers equated the two terms "standardized" and "state" assessments, while others distinguish these two. Our initial discussions with administrators and site council representatives from each school yielded quite different reactions to standardized testing. We learned, for example, that the high school site council had recently voted to return to national standardized testing because they felt a lack of useful information about students.

Teachers and administrators debate the use and usefulness of standardized and state assessments.

> *When the state of Oregon went to its state assessment plan, our district, like others dropped standardized testing. Now that used to be a bad word. Nobody used that word around educators because they just hate standardized testing. But to be honest about it, I feel . . . . lost without data on a regular basis on student achievement . . .we can't look at an individual student's strengths and weaknesses, we get a range. We get, you know, they're at the "basic level", or they're at the "expected proficiency level", or at an "advanced level". We don't know what specific skills they have.*

This repondant went on to describe using standardized scores on an individual rather than a group basis to assist with transition and determine placement into, for example, appropriate math courses.

> *We really prevented a lot of problems [because] standardized scores did place students. Best predictor we had . . . .Every district that I know of has this little problem [with regard to] the middle school transition to the high school. Where do we put those math kids, when they go from the 8th grade in the middle school to the 9th grade in the high school? [It's like] a little mini war. . . . because it happens that at the middle school level there's more grading based on effort, more on homework turned in.*

> *And at the high school, it tends to be more on, "How did you do on this major test?".*

One of the high school teachers also voiced a desire to know more about the relative standing of the district's students as individuals, and felt that, in comparison, there was more information from the previous standardized tests than the state assessments.

> *. . . .you get a number like 200 or 223, and the state average is 227, or 227 and 223 -- what is that? That tells me absolutely nothing in terms of being a classroom teacher. And I'm not sure it tells anybody [else anything] either.*

The middle school administration expressed some similar frustration. They miss a sense of longitudinal information about students' progress and standing.

> *Certainly, assessment is important to us -- we want to know where students are. . . . in my opinion, state assessments are a bit haphazard. Sometimes they happen, sometimes they don't, depending on the year. We don't get the data that we used to get, when each year we did state testing or district testing at the end of the year -- you know, April, May time, where we had a score on just about everything for students. We don't have that data anymore, and that's made it difficult for us.*

In contrast, the elementary school site council representatives seemed less reliant on this source of student information. For example, one teacher not only did not value the process but explained that she believed it contrary to her goals for student achievement.

> *No, in fact, we bad mouthed [standardized testing]. I think one [reason] is the building of a child's esteem. When a standardized test is taken in a whole classroom situation, there are going to be those children that feel totally defeated before they even get started. And then there's going to be those that get started, and just can't do it. [So] their self-esteem goes down the tubes. The other problem with the standardized testing is that we're teaching children to work together. All this time, we spend working together, and then, when it comes to standardized [testing time], you say, "Oh, no, no, no, no, you can't work in groups. We just want to know what you know". So, it's almost self-defeating to the way we're teaching working together [if] when it comes to standardized tests they have to do it on their own, which is totally foreign to the way that they've been learning.*

There seems to be a good amount of confusion and concern about the relatively new State assessments. The process of change to these new tools has left many teachers feeling ungrounded. Very few teachers feel unequivocally positive about the state assessments with the single exception of the writing assessment. Figure 6 summarizes what teachers told us. Of course, gathering the data required by state assessments will be just as influenced by each teacher's personal perspective on learning and teaching, as well as how they perceive students to use the assessment information.

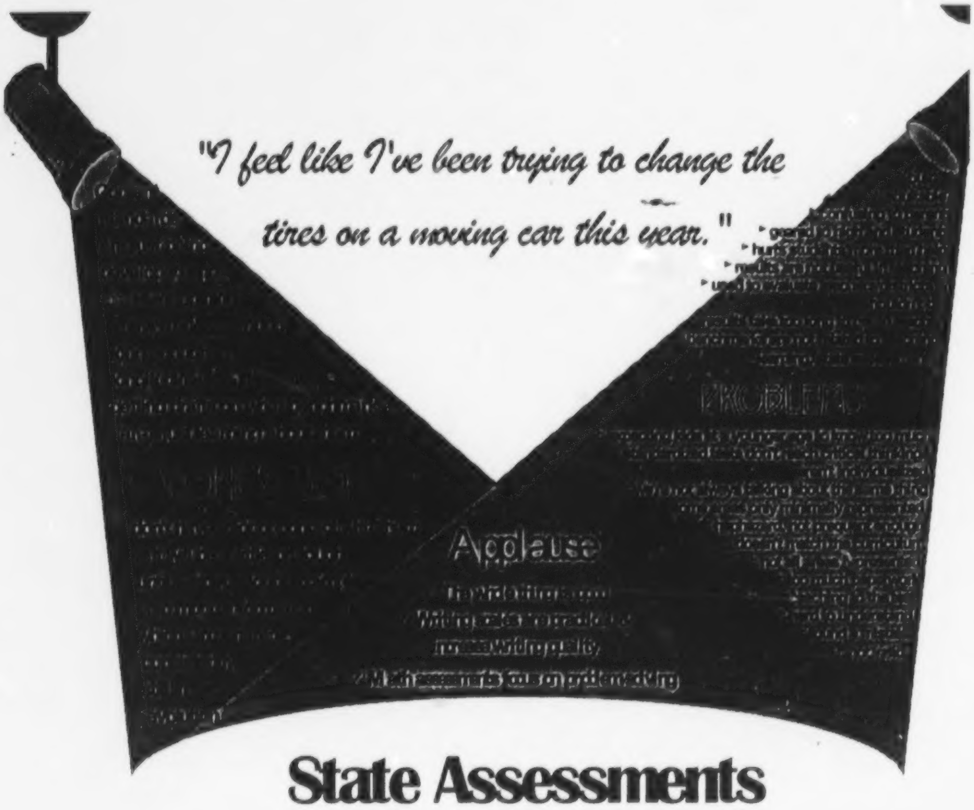
"I feel like I've been trying to change the tires on a moving car this year."
Applause
State Assessments

Figure 6: State Assessments

Incidental learning

We asked teachers about ways they might assess and/or document those times when a student learns something important that the teacher did directly teach. Such learning might be a skill or bit of information "outside" the specific topic of focus. It might be a subtle awareness of social growth, like more mature interactions between a student and a peer or an adult. For students on IEPs incidental learning can refer to quite a lot of learning that didn't happen to make

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it onto the IEP. Regardless, such incidental achievement can be difficult to validate and document. We asked teachers if they had any system for documenting *incidental learning*.

In general teachers reported that such gains were rarely considered in the assessment process, but rather documented in informal, usually unplanned, ways. Teachers described telling students that they'd noticed such learning, sometimes privately, sometimes to the whole group. Some teachers in the younger grades keep ongoing notes or journals and later report the unplanned achievement during 3-way parent conferences. At all grade levels teachers sometimes make "good news" phone calls, send postcards to the family, or even give extra credit to acknowledge incidental learning or the extended pursuit of personal interests. A couple of teachers shared that their incidental observations focused more on negative evidence. Still other teachers reported using information about incidental learning to build future lessons. Overall, our analysis suggests that while teachers thought it would be wonderful to "celebrate" this such an holistic approach to assessment and achievement, time and inflexible documentation processes were usually too much of a constraint.

Authentic Assessment

"Authentic assessment" is just one more concept where teachers do not share a common understanding.

We also asked teachers about the concept of "authentic assessment". It has become such a bandied about term, we thought it might be useful to see if people had any kind of shared definition of the notion. For a number of teachers the phrase was just so much jargon: meaningless, or at best redundant. "I have no clue. All assessment is authentic, except for paper and pencil tests. I don't know what non-authentic assessment is." Other teachers felt that "authentic" was synonymous with "alternative," "spontaneous," or even "incidental" ways of noticing and recording student achievement.

On the other hand, teachers from all of the schools related the concept to students' "…demonstrating [their knowledge]. It's not piecemeal," and that increasingly educators are giving students more and varied options to do so. For example, teachers found projects allow students to show what they really know, how they can use various materials, their strengths in a variety of areas and how they can apply their skills in meaningful, "real work" and real-world experiences "that aren't removed or abstracted".

What Can Work

Money complicates assessment practices. Financial belt-tightening does not bode well for the reduction of class sizes which in turn impacts the ability of teachers to conduct assessments. Several middle and high school teachers stated that their teaching loads were a critical factor in their choice of assessment methods: *"...when you have 150-160 kids, you have to objective test just out for sheer sanity."*

The Guide Program, which allowed teachers to get to know students and help them plan, track progress and identify personal and academic support needs throughout high school, was apparently a victim of fiscal and scheduling constraints. Middle and high school teachers also cited time and resource constraints as barriers to using more process-oriented assessments, including the kinds of portfolios completed at the elementary level. Secondary teachers simply have to work with too many students in the course of a week.

> *[The district] is at the breaking point around portfolios. The elementary [teachers have] fewer kids so they can individualize the portfolios. In the middle school and high school, the teacher is responsible for 75-100, or even 220 students each week. The large numbers make portfolios unwieldy.*

In spite of limitations, teachers adjust assessments for students with different needs because *"no one assessment does not fit all students."* Individualization takes place on many levels. Elementary teachers in particular individualize many aspects of their teaching and assessment while others individualize certain assignments or assessments, and still others use resource rooms to manage the task of individualization. Some high school teachers report preferring to individualize within their classrooms rather than send students to the resource room because of uncomfortable situations in the past:

> *I think the schools have real bad experience with [students getting assistance in the resource room].. . . Like X goes over there, and I think it's legitimate and she's doing [the work] and she's getting the help she needs... And I send Y over there, and I think it's just copied or somebody just did it for him or something like that. Until we believe again, and I think it's going to take a little while, even though it's a change of teacher and I think it's a total change of program for the better, it will take a while for us to believe in that system again.*

What Parents Want to Know

One component of the *TEAMS* Project is to improve educators' communication with the families of *all* students' concerning achievement, assessment, and reporting practices. During this initial phase we gathered information from both teachers and parents.

What teachers think parents want to know

We asked teachers what they thought parents want to know about their children. Their answers tended to fall into five categories.

1. Comparison to others. A few respondents from each school, but most notably from the Middle School, responded that parents want to know how their children compared to other "typical" students, or even their child's ranking in the class. They want to know "Is my child my child on level, on track, off the wall?" At the secondary level sometimes this concern translates into questions, or challenges, to the teacher regarding why a certain grade was given – or not given. This same issue at the elementary level tended to be framed around what grade the student would receive if grades were given.

> *I still think they want to know how their kid does compared to all the other kids. We try to move away from that and show them what their kids are doing with their ability, that they are trying.*

2. Comparison to self. A lot of the teachers thought parents were especially interested in how their student progressed in relation to their own past performance and learning: "Are they making improvement? Are they doing their best work?" On the other hand, several teachers also felt that more and more parents were interested in how their children are actually using their learning and building their capacity, and contrasted such concerns rather than class ranking.

> *We have worked hard to communicate with parents so that they are more interested in how their child is doing. "Is my child at grade level?" used to be the question. Now parents want to know "What can my child do?" [They} also want their child to be able to demonstrate what they know. Parents have fewer worries and questions lately because they can see progress.*

Put a bit differently:

> *In the past parents wanted to know what they were familiar with. Now with 3-way conferences parents get so much information about what their child is able to do [that] usually parents don't have questions. Sometimes they ask about how they're doing socially, sometimes about reading if the child can read.*

Teachers feel parents want to know as much as possible about their child's learning, especially if they are doing well.

3. Possession of specific skills. Teachers also felt parents wanted to know about specific skills. Sometime parent focus was academic: "Are they reading well enough? Why can't he spell better? Why does she hold her pencil like that? What will they need to know next?" Sometimes they emphasized work habits and organizational skills: "Are they getting their work in on time?" At still other times, teachers felt parents sought information about social skills and behavior: "Are they a decent human being? Will they fit in at middle school? Can they converse with an adult?"

4. Help and assurance. At all levels teachers opined that parents want to be assured that their child will be able to "make it" in tomorrow's society and work force. For some families this concern translated into seeking help for specific difficulties or challenges faced by their child. Teachers felt parents sought reassurance that their child's uniqueness was not too deviant. They also thought some parents sought assurances from teachers as a way of getting recognition for doing a good job and having a child who was very successful in school.

> *I do get parents that come to me who are frantic and asking for help. I put the responsibility on them and ask them what they are doing at home. A lot of time kids have missing work and I just ask the parents if they ask the students if they have homework...They are looking for how a student is doing grade wise and behavior wise. The majority are looking for suggestions. The sad thing about conferences is that the parents that*

> *show up are usually the parents whose kids are doing real well. My biggest frustration is that the parents we really want to see don't show up. I have a few kids [for] whom I can go ahead and make parent phone calls, but it won't do any good.*

5. "Nothing". A number of teachers, especially in the upper grades, voiced a strong sense of frustration with parents. They expressed discouragement in the parent turn-out at conference time and skepticism about how much interest parents have in their children's education: "The teachers are doing all the work and there is no follow through from parents. The parents that show up for the conferences are the ones that have kids who are doing well."

The role of parents in upper grades is less clear and less satisfying to teachers.

> *We never, or very seldom, see the people that we need to see. The only way that we get to see them is we call them or send them a letter "We would really like to have you come in." Or I'll meet you at the coffee shop, or whatever it takes. But we very seldom get in the parents that we really need to see. We see the better students' parents who are interested in their children. And possibly for some of them it's an ego trip too: "Look at [him or her], they're doing this outstanding work!" I would really like to see conferences where it's the parents-teacher-and the kid. And I know that I can get that to be more successful, because the kid's sitting right there. And if there's something going wrong it's hard for him to worm out of it.*

One of the high school teachers expanded with a bit more optimism.

> *By the time they're seniors, they either know their kids pretty well, [or there are] others [that] don't want to know even if they don't admit that out loud. But you can tell by the way their kids are. When you have a student who's doing very poorly, the parents never appear, they don't seem to care. Then you have those that want to know everything that's going on, for a variety of reasons. But the typical parent in our community wants to know if in fact someone broaches the subject. They don't very often come seeking, but if you talk with them or give them an opportunity or try to communicate with them because you're concerned, most of them are then open to asking some questions and wanting to know what's going on with their kid. Unfortunately you seem to have two extremes: ones that are in real trouble and ones that are doing real well, and then you have large quantities in the middle who you never really know who their parents are. Many parents know their kid's doing well and they want the positive strokes to be told their kid is doing well. Which is okay -- parents need to be reinforced occasionally too.*

Communicating with parents

Teachers' responses to what parents want to know anticipated our question about how best to keep parents informed. In response teachers discussed what they currently do to communicate as well as offered some thoughts on what is, or might be, more effective.

Striking a balance between "good" and "bad" news is harder to achieve at upper grades.

"Direct Communication." Teachers in all four schools emphasized that the best way to keep parents informed about their children is to communicate as directly and as frequently as possible. Direct contacts include regularly scheduled 3-way conferences, as-needed conferences, IEP meetings, telephone calls, and parents volunteering or visiting in the building. At least a couple of teachers identified the value of working with the same students and families for more than one year as a way of building trust and continuity. Once students reach middle school and have multiple teachers and bigger classes, teachers found these more intimate forms of communication logistically less feasible. Block teachers may see "160 kids" on a regular basis, while the "enrichment-type" teachers may see all of the children in a building or only see a smaller group for a single term. Generally though, while teachers felt formal and informal conferences a very effective form of communicating with parents, they also expressed frustration that "even when they have prize give-aways" they can't get parents to come to meetings, especially in the older grades.

"In writing." The range of written communication used in the District is substantial, and includes informal notes, as-needed "concern forms", scheduled progress monitoring (often weekly, but at least twice per term), and of course, end-of-term grades. Comments about the effectiveness of these various methods varied. For example, Territorial is shifting from a more purely anecdotal student report to a new progress report format. Despite the newness, however, teachers felt that the new progress report effective for giving parents a "reassuring framework" to understand what their child is doing.

> *It's a skill-based [report] and it's a continuum. It starts with kindergarten and it continues up until the 4th grade, so if it's used right, the parent should be able to see – not that it's a linear continuum either – but there's just certain skills that you learn in kindergarten – you know, you learn to recognize the letters, so you would mark "Just beginning to recognize the letters" "they do recognize the letters" or "they know all the letters" – you know, whichever level they're at. And then as they progress through the 4th grade, they should be into "reading chapter books" or whatever the things at the end are. This is the first year that we've done it and we still haven't really perfected it. We felt that parents needed to know... you know, parents like to know where their child stands in a class. And I think it's good.*

Many teachers also felt that the weekly or "as-needed" monitoring reports, which might variously focus on behavior concerns or assignment completion, are a good way to connect parents with what students are doing. Several teachers reported offering extra credit points to students who return forms with parent signatures.

> *[The "green" monitor sheets] may be one of the most effective things.. even though it's a little thing. But because we've been doing it forever, and also there are athletic ones flying around here, there doesn't seem to be a stigma attached, I don't think.*

The District's shift to grades at the secondary level was mentioned frequently as a fact of practice, rather than necessarily a preferred strategy for informing parents. Grades and end-of-term report cards tend to be an efficient summation of the students' work, and many teachers felt that grades were readily understood by the parents. One teacher pondered:

> *Letter grades seem to be what parents understand. And that's what we send out...they don't have much room for comments. Parents seem to understand that a C is average. If we send comments home or some other form [of notes] we'd hear. . . "I don't understand"...Historically letter grades have been the [dominant form of] communication to parents. It's difficult to change. Grades are the best way to communicate with parents because it's understood language.... Computerized comments [however] don't totally get at what teachers try to communicate to parents. In combination with other vehicles of communication [phone calls, progress reports, etc.] they're okay.*

Although reporting standardized test scores and state assessments to parents was rarely mentioned in the interviews, it is a topic of current discussion within the near future. In the meantime, a site council parent made the following comment which might contribute to the ongoing discussions:

> *I think what's going on now confuses me somewhat as a parent. And, I'm not really big on tests, objective tests like that. I know they give some useful information, but I always wonder what's behind that. I mean, if you're comparing this fifth grade class to last year's fifth grade class? I would assume that any teacher who's taught for very many years could say, "I have one class of kids that's just super great, and then you have another class where they might be really struggling with concepts". So, to me, those tests where you compare one grade to another -- I worry some times about the value -- what I worry about is that the people who don't ask questions like that, who just take the results and then get all upset, because either things go really down, or on the other extreme, they go really up, and they think it's something that [the teacher did] And, it may not be, it might be other factors.*

What Parents Say They Want to Know:

The four page survey sent to parents offered them the opportunity to use a number of different formats and approaches to describe how they learn about their children's achievements and problems, in the context of their hopes and dreams for their children, and their perceptions of their schooling. Overall the parent respondents made five strong points (Figure 7):

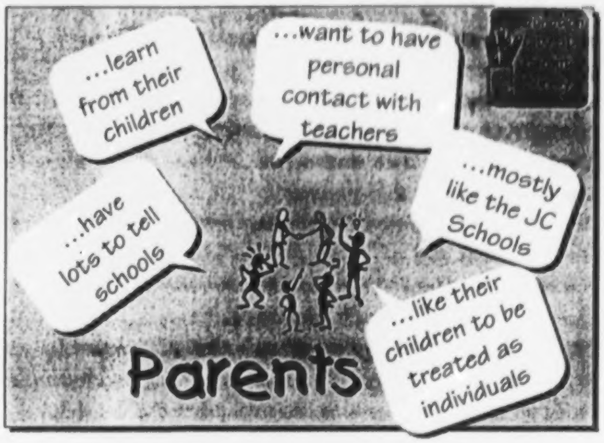
...learn from their children
...want to have personal contact with teachers
...have lots to tell schools
...mostly like the JC Schools
...like their children to be treated as individuals
Parents

Figure 7: Five Points from Parents

Parents have lots to tell schools.

The 150 parent respondents completed their surveys with abundant detail and rich comments. Many of them thanked the school district for asking them, and inquired how the district would use the information. Question 1 (Page 1, see Appendix) asked parents to tell us about their overall impressions of the school by making up to 5 responses to 7 questions—many respondents provided more than the requested 5 responses and wrote additional comments. Question 2 (Page 2) explored the ways parents learn about their children's achievements across 20 possible areas of learning—here too the parents responded fully and added comments. The final section of the survey (Page 4) included four open-ended questions—many respondents wrote a number of comments for each question, e.g. there were 139 comments on what was most important for students, 136 descriptions of ways to learn about problems, 104 general comments, and 98 responses on gaining an overall picture of school programs.

Parents learn from their children.

Across a number of survey questions, parents responded that they learn about their children's learning from their children (and from their children's friends) (See Figure 2, p. 6). They explained how they do this:

1. They see them using their learning in their everyday life—they made special comments about the following areas: *getting along with others and cooperation (104*), reading and writing (87), citizenship (74), caring for the environment (73), initiative and problem-solving (66), self-confidence (59), lifelong learning (50),* and *computer skills (48).* (* the numbers in parentheses represent the number of responses).
2. Their children tell them lots about some of their learning—perhaps these are the areas their children find most interesting or rewarding: *learning about the world and its peoples (52), athletics (49), computers (46), creativity (40), and science (38).*
3. They learn about their children's achievements (or problems) by listening to them and observing them. This is often the first step—parents often reported going to talk with the teacher after they noticed

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something in their children. Their descriptions include:
talking with my children everyday over dinner..
discussing ideas and relationships with them...
mostly listening—I've learned more by listening to his stories about things going on at school, and conversations with other kids,...,
noticing what she is interested in...
my pride in their achievements...
when homework is meaningful and fun for parents to work together with their children...
from other students—children are real supportive of each other and quick to compliment their friends...
how he acts about going to school—his frustrations...
she had a lack of desire to go to school, I talked with her and then went to talk with the teacher—he was very helpful...

4. They also gain an overall picture of the school through their children and other students. They described, *listening to their children, seeing how they were learning, their overall behavior at home,* and *observing them and other students in the community.*

Parents want to have personal contact with their children's teachers.

Whether parents were describing what they liked most about their children's schools (Survey page 1), how and what they learned about their children's achievements (Survey page 2), their preferences for reporting (Survey page 3), how they knew about problems or the overall picture of the school (Survey page 4), they emphasized personal contact between parents and teachers. They rated parent/teacher conferences and personal contact with teachers as the most useful ways of knowing about their children's achievements and problems (See Figure 3, p. 7). However, the parent surveys showed divergent responses regarding their communication with teachers.

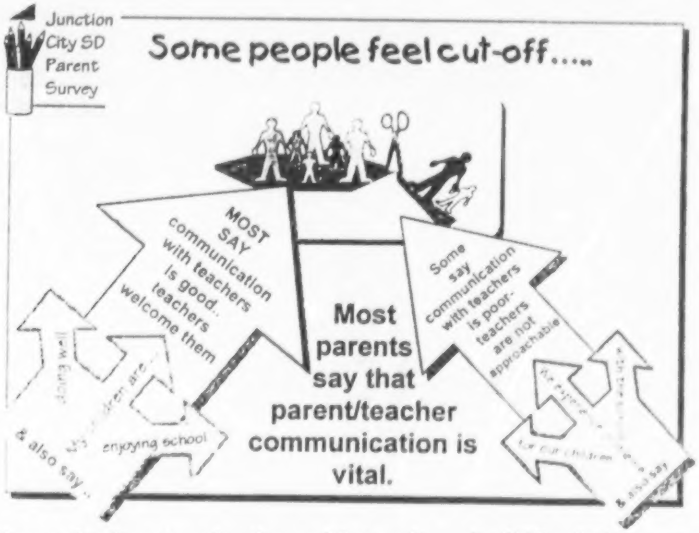
Junction City SD Parent Survey
Some people feel cut-off....
MOST SAY communication with teachers is good.. teachers welcome them
Most parents say that parent/teacher communication is vital.
Some say communication with teachers is poor-teachers are not approachable
& also say..
doing well
children are
enjoying school
for our children
& also say

Figure 8: Communication with teachers is difficult for some parents

By far the majority of the parents spoke highly of the commitment and availability of teachers. They reported that teachers called them at home if there was a problem, were always willing to schedule a conference, welcomed them into their children's classrooms, and communicated with them informally before and after school.

> *I communicate with the teacher daily through notes my son writes home—I talk to the teacher weekly.*
>
> *I talk with teachers and counselors often.*
>
> *Parents form the bottom building blocks—parents need to continue to work with schools.*
>
> *If I feel there is a problem I call the teacher and schedule a conference.*
>
> *I very much appreciate how the teachers help me stay involved by after-hours phone calls in their own time.*
>
> *Talking with teacher-aides is helpful.*
>
> *The teachers took the time to call at the end of the year with glowing comments.*

But some parents identified problems of communication, understanding or access, e.g.

> *I made it to parent/teachers conferences once—somehow I miss the conference times, they are buried deep within the newsletter.*
>
> *I do not feel parental input is valued—conferences were canceled just because of bad weather.*
>
> *I try to contact the teacher but often they aren't supportive or encouraging.*
>
> *Basically, until there is a major problem the parents aren't notified.*

Parents who expressed satisfaction with parent/teacher communication often also reported regular involvement at the school and participation in school activities, while parents who expressed difficulties in this area were also more likely to report that their children were having problems or that they were unhappy with their school.

Parents, in general, like and appreciate Junction City Schools..

Most parents described Junction City Schools as forming a caring and supportive community. They described schools as committed, innovative, and having a rich curriculum. They also liked the smaller size of the district overall, the opportunity to choose their children's teachers and the creative way the schools and district have managed funding cuts: For example:

> *I feel very fortunate about Junction City. I feel fortunate that my children have had the opportunity to attend such fine schools.*
>
> *This school has given my children many of the life skills they need, great staff.*
>
> *This school has been a positive 3 years for my children—my son needed extra help getting started and the school has been there for him; my daughter excels well and the school is keeping up with her needs and she loves it.*

The parent respondents' perceptions of schools and teaching and learning are discussed further in the following sections.

Parents like their children to be treated as individuals

In many ways, the responding parents said they wanted learning to be tailored to their children's individual needs and learning styles. In the general comments at the conclusion of the survey 25 issues were raised which related to tailoring learning and assessment to individual students. These included:

1. Emphasis on one group of students at the expense of another, e.g.
   We ignore the top and the bottom and direct to the middle—not all children are at the same level.
   I think too much emphasis is placed on under-achievers.
   I think too much emphasis is placed on higher academic students.
   If you are the middle of the road and not a sports star you will not get enough attention....
2. Respecting students from *different* backgrounds, e.g.
   Add emphasis on respecting differences—children of different backgrounds are treated poorly.
3. Expecting students to keep up with others, rather than progressing at their own pace, e.g.
   I think too much emphasis is placed on pushing kids on when they are not ready.
   The most important thing for kids is working at a pace that is comfortable for them.
   Many kids on IEP's are expected to keep up on regular classes that are overwhelming them—this sets them up for failure.

In other sections of the survey parents also emphasized the importance of individually tailored learning. *Extending children's talents* and *providing opportunities for all students*, were identified as *essential, most important* or *of highest priority* for students 74 times, as *something the schools do best* 30 times, and *as something the schools should do better* 29 times. When asked what they thought was most important for students, a number of the parents replied with *respect for self and others* and *self-confidence* (87). Parents also expressed the wish that their children would be helped to develop personal qualities at school, e.g. *respect for others who were different from themselves, acceptance of others, understanding and empathy, tolerance and appreciation of diversity* (35).

Another group of parents expressed frustration that their own work schedules (full-time work) or family situations (small children at home) made it difficult for them to meet with teachers or participate as they would like in their children's education

> *I would like to be more involved but it is hard when I also work full-time...*
>
> *I miss being active in my child's classroom, but with two small pre-school children it isn't too easy...*

Parents' highest priorities for their children.

Discovering what parents want to know is a major consideration in communicating assessment to parents. An important facet of this process is learning about parents' priorities for their children's schooling. Figure 9, (p. 29) summarizes their responses to the question, *In your own words tell us what you think are the most important things for students to take with them when they graduate from this school* (Survey, page 4).

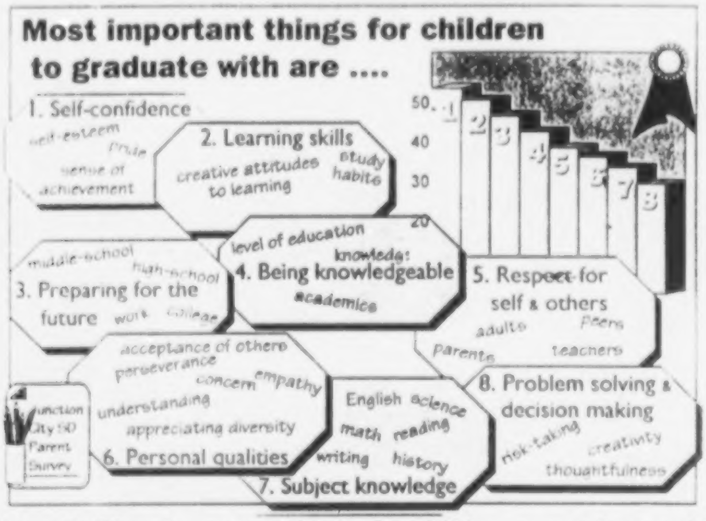

Figure 9: Most important things for children to graduate with

We analyzed the parents' responses to this open-ended question by dividing each response into components and then grouping the components into categories which we scored numerically. We have included below some illustrative examples of the responses in each category. It is interesting to compare the responses of this group of parents with the expectations of teachers described on page 20— *comparison to others, comparison to self, possession of specific skills, help and assurance, and "nothing"*. Parents are very interested in their children's progress in learning the subject matter of the curriculum, but they are even more interested to know if their children are self-confident and determined learners, who enjoy learning, and will continue to learn in the future. These differences are not as conflictual as they may first appear—teachers have described some of the things parents do want to know, but not all. These responses illustrate the complexity of planning for teaching, learning and assessment—a range of expectations and perspectives that must be kept in balance.

1. Self-confidence, including *a sense of achievement and pride, self-esteem and the awareness that they can succeed if they try* (52 responses).
2. Learning skills, including *enjoyment of learning, respect for themselves as learners, good study habits, motivation and self direction in learning, a positive and creative attitude towards learning, and preparation to be a life-long learner* (49 responses).

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3. Preparation for the future, including *preparation for the next stage of schooling (HS or MS), readiness for college or work* (45 responses).
4. Being knowledgeable, including *knowledge in general and understanding of what they have learned* (41 responses).
5. Respect for self and others, including *respect for the adults who facilitate their learning, respect towards others, respect for self* (37 responses).
6. Developing personal qualities, including *tolerance and appreciation for the diversity of classmates, understanding, empathy, kindness, concern for the environment, perseverance and application* (35 responses).
7. Subject knowledge, including *English, history, US history, math, reading, science, writing* (32 responses).
8. Problem-solving and decision-making, *including processes for making well-considered decisions, problem-solving skills, creativity, initiative, risk-taking* (28 responses).

Overall impressions of the schools.

The introductory section of the survey asked parents to chose from 44 possible responses (generated from parent interviews and other research with schools) to answer seven questions about their children's schools. They were asked to provide up to 5 answers for each question (Survey, page 1). The most popular responses were:

1. Things they liked most about the school: teaching, parent/teacher cooperation, community, care, commitment and creativity.
2. The most important things for children are: *respect for self and others, learning, getting along with others, challenge, care and life-skills.*
3. Essential things for students to learn are: *cooperation, respect for self and others, reading and math, life-skills, problem-solving and discipline.*
4. The school's highest priorities should be: *teaching, learning, opportunities for all children, respect for self and others, discipline and reading.*
5. The things the school does best are: *teaching, parent/teacher cooperation, opportunities for all children, commitment, care and creativity.*
6. Too much emphasis is place on.... Many people replied *nothing* or did not respond to this question (66). However relatively small groups nominated *competition (27) and sports (14).*
7. Areas they would like the school to do better in... In this section also a number of people selected nothing or did not reply (11). The highest responses were, *discipline, standards of behavior and control (64), respect for self and others (27), class size (27), teaching another language (22).*

Teaching and learning.

As noted above, *teaching* was rated most highly as something parents liked, and something they saw as important in schools. In their overall comments at the conclusion of the survey, there were 60 positive responses about teaching and learning and 41 issues raised:

Examples of positive responses:

Communication between the children and the teachers is very positive.
A number of individual teachers were nominated as special.
There are many fine teachers.
Teachers are willing to help.
I am pleased with the teaching programs.

Examples of issues:

No foreign language is offered.
Concentrate on the 3 R's.
Resume music programs.
This school need more outside time. Children sit around too much.
Too many half-days.
Too much competition.
Reading and writing need to be pushed more.

A number of issues with schooling centered around discipline, order, and safety—creating a positive learning environment for all students. Parents identified the over-use of punishment (rather than helping children learn how to act), preventing some children from being unkind to others, and the disruption caused by a few "problem children".

Parents also expressed puzzlement with such new approaches as cooperative and group work, assessment of cooperative learning, project-based learning, portfolios and multi-age classrooms.

Parental participation.

As noted above the parent respondents valued parent/teacher cooperation highly. They also underlined the importance of parent participation in the schools—they saw the participation of parents as important in helping teachers understand students, as well as important in helping parents understanding their own child's learning. Figure 10, illustrates the ways the parent respondents participated in their children's schools:

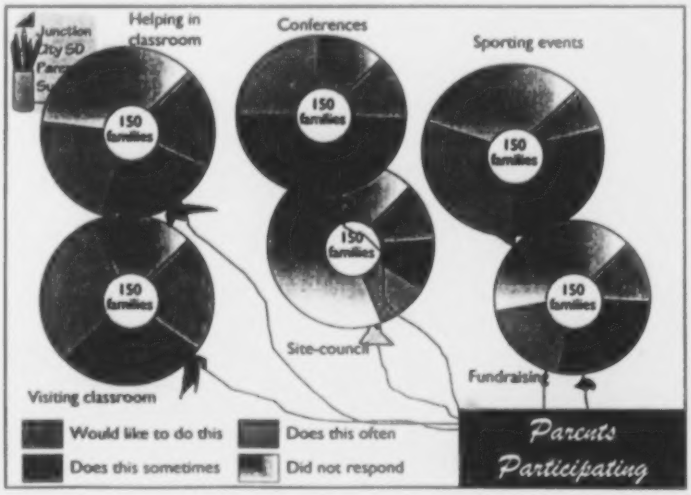

Figure 10: Parent participation

About assessment and reporting

Many of the parent responses about assessment and reporting have been integrated into the text. Further illustrative examples from the surveys are provided in this section.

Ways of learning and what they know

Question 2 (Survey, page 2) asked parents to choose up to two narrative responses (provided) to explain how and what they know about their children's learning in twenty different areas. Figure 11, (p. 32) summarizes the areas in which parents reported knowing and understanding their children's achievements, followed by illustrative examples of their overall responses to Question 2:

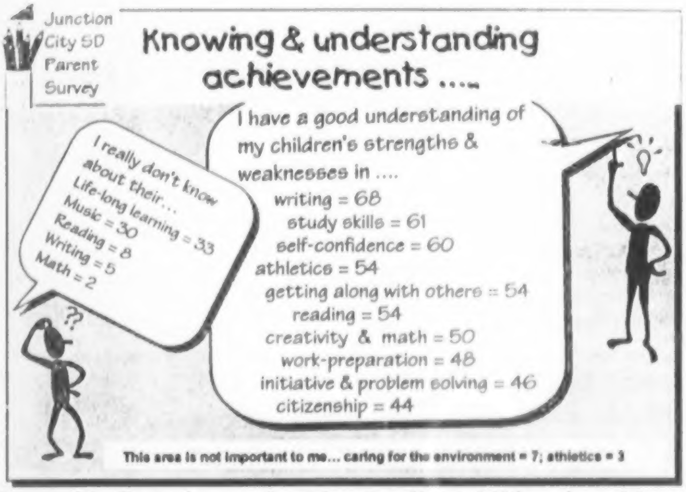
Junction City SD Parent Survey
Knowing & understanding achievements ....
I really don't know about their... Life-long learning = 33 Music = 30 Reading = 8 Writing = 5 Math = 2
??
I have a good understanding of my children's strengths & weaknesses in .... writing = 68 study skills = 61 self-confidence = 60 athletics = 54 getting along with others = 54 reading = 54 creativity & math = 50 work-preparation = 48 initiative & problem solving = 46 citizenship = 44
This area is not important to me... caring for the environment = 7; athletics = 3

Figure 11: Knowing and understanding children's achievements

I know grades but I don't know details of their achievements—
This response was used about math (28), science (28).

I mainly hear about problems in this area—
This response was used about science (17), athletics (17), math (15).

My children tell me lots about their learning—
This response was used about knowledge of the world and its peoples (52), athletics (49), computers (46), creativity (40), science (38).

I see my children using their learning—
This response was used about, cooperation and getting along with others (104), reading and writing (87), becoming responsible citizens (74), caring for nature and the environment (73), self-confidence (59), computers (48), math (26).

Through personal contact with teachers—
This response was used about, reading and writing (39), cooperation (47), math (25), science (24).

I have a good understanding of my children's strengths and weaknesses—
This response was used about, writing (68), study skills (61), self-confidence (60), athletics (54), creativity (50) math (35), work-preparation (48), initiative and problem-solving (46), citizenship (44).

I really don't know about their learning—

This response was used about, life-long learning (33), music (30), reading (8), writing (5), math (2).

Reporting and grades.

As noted (above), parents have stressed the importance of *seeing* and *hearing* learning in their children, and the value of communication with teachers and other school staff. In the discussion of teacher and parent perceptions of reporting assessment, Figure 3, (p. 7), illustrates the parent respondents' overall preferences across 9 reporting modes. At the conclusion of the survey a number of parents expressed further questions and recommendations about assessment and the communication of assessment.

They showed some disagreement about grades and testing. One group of parents (10) wanted more individual grades and testing, more report cards, and more nation-wide testing, while another (6) felt that grades do not predict success, and that too much emphasis is placed on testing and labeling. Though these groups represent only 12% of the total respondents, they do show the divergence of opinion within the parent group. One parent noted,

> *I had some trouble getting used to the non-grading system, but now I like it.*

This response is one of a number that illustrate the importance of schools assisting parents to understand new ways of assessing learning. This problem is greater for the small group of parents who do not feel comfortable at the school, and who have not developed adequate communication with teachers—in the small sample of the school population represented by the survey these parents were often also the parents who are most concerned for their children's progress at school.

Summaries & Suggestions

Throughout the interviews teachers and others offered suggestions for next steps even without our asking. We summarize them here, but have some additional recommendations and reflections at the end of this report.

Teachers worry about low as well as high achievers.

Some administrators and high school teachers worry about "a large group of kids" who aren't eligible for special education or even at-risk, but achieve less than average. The students don't seem to have a vision for their lives beyond high school according to the teachers. Many take minimum wage jobs immediately after high school and do not seek further education or training: "...there are some kids who are getting C's, who are capable of getting A's -- they're just coasting. And that population's been out there forever...and gets lost." Teachers worry just as much about "high" kids who are not currently challenged enough.

Some other teachers expressed strong skepticism that *TEAMS* resources would ever benefit students, either directly or indirectly. A couple were not impressed, for example, with the possibility of the grant purchasing extra pay for "more after-school or weekend work," and were equally unenthusiastic about release-time substitutes because "having a substitute to plan for is just as much work".

Nevertheless, other teachers did advance some ideas for using project resources. There was a strong desire for more and better communication and collaboration within and across the District's schools on multiple topics. Several teachers commented that the small size of the district was an advantage and the potential for smoother transitions for students was both high and exciting. Some of the topics teachers would like discuss include:

- Curriculum [i.e. what content is presented and when];
- Consistent standards, both for documenting student progress and for identifying students needing extra support or special services;
- Three-way conferences and passing on student information that will support achievement;
- Greater consensus about portfolio design and purposes;
- Longer-term and more inclusive relationships with both families and the business community, and
- Access to the good ideas other Junction City teachers are generating on a regular basis.

"I want to know more."

As they considered the question of the relationships between student achievement, assessment, curriculum design, and effective family and district relationships, teachers identified areas of professional inquiry that they want to know more about. In particular these areas were discussed as avenues that they felt would enhance the achievement of *all* students. They included learning more about:

- ✓ designing projects
- ✓ designing & using portfolios
- ✓ developing and using scoring guides
- ✓ finding, evaluating & using relevant, sensitive, and open-ended types of assessment
- ✓ assessments that include reporting on learning styles, cooperation, & "shades" of growth
- ✓ student transitions
- ✓ Multiple Intelligences theory

Suggestions for Planning

This report may not adequately capture the rich store of information teachers shared and the many effective practices already in place in at least some classrooms. At the same time, we noticed a variety of topics that generate confusion, especially among teachers at different levels of the system. The TEAMS Project strategy of organizing within-building work groups that will also work with other building workgroups seems to us a good strategy for helping to clarify some of these confusions. In fact, it may be helpful to emphasize the across-building exchanges early in order to build a more common understanding and language to support changes within each building. Regardless of the sequencing, however, we have six suggestions.

1. ***Deliver professional development opportunities targeted to teachers' identified topics.*** The teachers' list (above) seems a good starting place. It's likely that for many of these topics there are teachers within the district that could organize, deliver and follow-up professional development activities related to many of these topics.

2. ***Develop a common language and understanding of important concepts.*** Ongoing discussion within and across work groups should help develop more common understanding of such things as *grading, assessment, program evaluation, documentation of student learning, portfolios, projects* and others.

3. ***Bring parents into the re-design of home reporting systems as well as other central school operations.*** Even the small sample of parents responding to the survey expressed both strong interest in school changes and some confusion and uncertainty about the implications and meaning of many of those changes. Perhaps parents could be added to the work groups for at least some of the meetings in order to increase the effectiveness of any resulting innovations by incorporating the perspectives and support of this important stakeholder group.

4. ***Use the work groups to build classroom practices into system practices.*** Many of the teachers participating in the interviews reported using a wide variety of classroom-based assessment and documentation practices that are inclusive of many student differences. Figuring out how to elaborate such classroom-based practices into commonly used documentation and reporting systems for the entire district seems a possible practicable outcome of the Project.

5. ***Align and articulate classroom-based and district-based assessment and reporting systems across grade levels to address three important assessment dimensions: (i) mastery of skills & content, (ii) use of skills and content in performance, and (iii) students' self-understanding of their learning and use of learning.*** The wide variety of assessment practices can mostly be grouped under one of these three categories. Selecting a small menu of strategies within each that accommodate age differences might provide more coherence in district-wide practices.

6. ***Separate home reporting systems from program evaluation reporting systems.*** Although the number was small, the preferences of JC parents was consistent with data from other studies: they rely upon, and prefer, much more student-specific and qualitative information. While they are concerned that their children are

> meeting age level expectation, they do not appear to require complex psychometric data. On the other hand, at least some valid and reliable information about students collectively is critical for evaluating program effectiveness. Rather than trying to combine these two agendas, it may be more effective in the long run to separate them.

Finally, we encourage district staff to share the information in this report with both teachers and parents.

APPENDIX A: PARENT SURVEY DATA TABLES

As noted in the text of this document the Parent Survey was not designed to generate statistical information. Rather it was to ask parents to communicate from a number of perspectives how they learned about their children's achievements and problems and their priorities for their children's education. One hundred and fifty families, representing 211 students, replied. The data summarized in the tables below cannot be said to indicate the status or opinions of parents in any of the schools, however, as illustrated in Figure 12 below, the respondents were distributed over all the schools in the district.

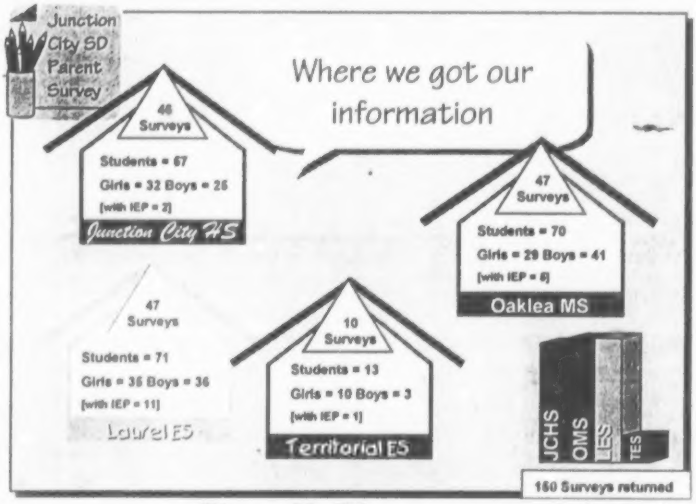
Junction City SD Parent Survey
Where we got our information
46 Surveys
Students = 67
Girls = 32 Boys = 26
[with IEP = 2]
Junction City HS
47 Surveys
Students = 70
Girls = 29 Boys = 41
[with IEP = 6]
Oaklea MS
47 Surveys
Students = 71
Girls = 35 Boys = 36
[with IEP = 11]
Laurel ES
10 Surveys
Students = 13
Girls = 10 Boys = 3
[with IEP = 1]
Territorial ES
JCHS
OMS
LES
TES
150 Surveys returned

Figure 12: Where we got our information

Table 3: Usefulness rating of reporting (p. 3 of Survey) - by school

	(# 46) = number of surveys returned from the school	Very useful	Sort of useful	Not useful	N/A	I would like to know more about it
Grades	JCHS (# 46)	27	17			
	OMS (# 47)	32	14	1		
	LES (# 47)	8	10	2	16	10
	TES (# 10)	5	3		2	
Observing	JCHS (# 46)	32	8	2	1	
	OMS (# 47)	35	6	2	1	3
	LES (# 47)	37	6	1		1
	TES (# 10)	10				

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	(# 46) = number of surveys returned from the school	Very useful	Sort of useful	Not useful	N/A	I would like to know more about it
Parent/teacher conferences	JCHS (# 46)	22	19	2	1	
	OMS (# 47)	33	11	1		1
	LES (# 47)	39	6		1	
	TES (# 10)	9				1
Performances & displays	JCHS (# 46)	23	13	3	2	2
	OMS (# 47)	28	17			2
	LES (# 47)	25	16	1	1	2
	TES (# 10)	9	1			
Personal contact	JCHS (# 46)	32	9	1		1
	OMS (# 47)	33	11	1	1	1
	LES (# 47)	39	4		1	1
	TES (# 10)	10				
Portfolios	JCHS (# 46)	9	22	2	4	7
	OMS (# 47)	15	18	5	1	8
	LES (# 47)	25	15	1		4
	TES (# 10)	7	2	1		
Reports	JCHS (# 46)	19	20	3		1
	OMS (# 47)	24	19	1		3
	LES (# 47)	25	10		6	4
	TES (# 10)	8	1	1		
Student led conferences	JCHS (# 46)	12	6	5	10	11
	OMS (# 47)	13	9	7	4	13
	LES (# 47)	25	12	2	3	3
	TES (# 10)	5	4	1		
Testing	JCHS (# 46)	13	24	4	1	2
	OMS (# 47)	24	16	4		3
	LES (# 47)	18	10	2	6	10
	TES (# 10)	4	5		1	

Table 4: Other ways to learn about children's achievements (p. 3 of Survey) - by school

(# 46) = number of surveys returned from the school	JCHS (# 46)	OMS (# 47)	LES (# 47)	TES (# 10)
From students	9	10	15	3
Observing students	5	7	19	3
From other parents or adults	1	3	2	0
From student's friends	2	3	1	0
Progress reports	3	2	0	0
Reports and awards	4	3	1	0
Teachers	6	7	8	0
School publications	1	0	0	0

Table 5: How do you find out about problems (p. 4 of Survey) - by school

(# 46) = number of surveys returned from the school	JCHS (# 46)	OMS (# 47)	LES (# 47)	TES (# 10)
Contact by teacher	19	23	14	6
I contact teacher	25	33	25	8
Problems with finding information	4	7	3	
Progress reports	13	12		
Written reports	10	9		
Test-diagnostics	2	1	2	
Visits to school	2	8	6	
From students	17	18	17	6

Table 6: Most important things for students to take with them (p. 4 of Survey) - by school

(# 46) = number of surveys returned from the school	JCHS (# 46)	OMS (# 47)	LES (# 47)	TES (# 10)
Problem solving etc.	9	7	12	0
Learning skills	14	20	10	5
Respect of self and others	7	13	15	2
Future-school	1	10	7	1
Future-college	5	2	0	0
Future-work	7	7	4	1
Self-confidence	17	19	12	4
Computer skills	2	3	0	0
Subject knowledge	6	8	12	6
Being knowledgeable	9	16	15	1
Cooperation - team-work	9	4	9	3
Personal qualities	10	13	12	0

School Profile

Bohemia
Elementary
School

Bohemia Elementary School 1994-95 Profile

Community Demographics

Estimated population	7,595
% caucasian	96.8%
Median household income	$21,384
Renting households	1,189
Average home value	$55,528
High school graduates	76.3%
Total households	2,762
Single parent households	263
^ female	188
^ male	75
Ind below poverty level	16.6%
# Aid for Dependent Children	564
Unemployment rate	12.2%

South Lane School District

Number of schools	8
Student population	2,813
elementary	1,307
middle	675
high	831
Elementary size	70-550
Parent Resource Center	1
Instructional computers	450
Boehemia enrollment	480

Bohemia Personnel

Teachers/Licensed	17.50 FTE
Assistants	2.81 FTE
Administration	1.50 FTE
Licensed SPED	3.00 FTE
SPED Assistants	2.38 FTE
Chapter I Licensed	.50 FTE
Chapter I EA	2.63 FTE
Library EA	1.00 FTE
Technology EA	.50 FTE
Custodians	3.00 FTE
Clerical	2.00 FTE

Bohemia Student Profile

ESL population	13	2.7%
Talented & Gifted	11	2.3%
Free & Reduced Meals	260	56.0%
Special Education	75	16.0%
Instructional Computers	51	
SES Status (Oregon)	125/754	
Attendance Rate	94.4%	
Mobility Rate	18.9%	

Bohemia Administrator Profile

Principals	1.00 FTE
Assistant Principals	0.50 FTE
Ave. age	42.0 years
Ave. years in SLSD	5.50 years

Bohemia Teacher Profile

Master's Degrees & higher	07
Ave. years in SLSD	12.9 yrs
# teachers 20+ years	06
Ave. age	44.6 yrs
Teacher/student ratio	27:1
Ave teacher salary	$40,870

Successful student Learning through creative partnership
School, Community, Family

Student Assessment Results

Stanford Achievement Results:

- 39% of Bohemia students scored above the 50th percentile for total reading
- 46% of Bohemia students scored above the 50th percentile for total math
- 60% of Bohemia students scord average or above average stanine scores in total reading
- 73% of Bohemia students scored average or above average stanine scores in total math
- 44% of Bohemia students score in the bottom quartile for total reading
- 32% of Bohemia students score in the bottom quartile for total math
- all grades scored below the district NCE score averages for total reading and math

Oregon Statewide Assessment Results:

- 5th graders participated in the statewide wholistic writing assessment
- 4th graders participated in the statewide open-ended math assessments
- 5th graders also participated in statewide reading, math and science assessments

Math Results

- 4th grade students scored above the state average on all four dimensions of the open-ended math assessment
- 4th grade students scored at or above the district average on all four dimensions of the open-ended math assessment
- student's scoring 1's (beginning level) or 2's (exploratory level) in each of the four dimensions on the open-ended math assessment:

34.5%	conceptual understanding
37.7%	processes and strategies
46.4%	interpreting reasonableness
37.7%	communicate reasoning

- 3rd grade students scored **above** the state average (204 school - 201 state) for total mathematics and **at the high end** of the comparison group range of 196-204
- 3rd grade students scoring "advanced" **increased** from 23% in 1994 to 29% in 1995 and **decreased** those scoring "basic" from 24% in 1994 to 6% in 1995
- 5th grade students scored **below** the state average (210 school - 214 state) for total mathematics but within the comparison group range of 209-217
- 5th grade students scoring "advanced" **decreased** from 8% in 1994 to 7% in 1995 and **increased** those scoring "basic" from 31% in 1994 to 36% in 1995
- 78% (80% state) of 3rd grade students reported liking math "some" or "a lot" while 11% (9% state) reported not liking math "at all"
- 78% (78% state) of 5th grade students reported liking math "some" or "a lot" while 10% (8%) reported not liking math "at all"

Reading Results

- 3rd grade students scored **above** the state average (204 school - 203 state) for total reading and within the comparison group range of 198-206
- 5th grade students scored **below** the state average (212 school - 216 state) for total reading but within the comparison group range of 211-219
- 3rd grade students scoring "advanced" **decreased** from 41% in 1994 to 37% in 1995 but also **decreased** students scoring "basic" from 19% in 1994 to 7% in 1995
- 5th grade students scoring "advanced" **decreased** from 24% in 1994 to 23% in 1995 but also **decreased** students scoring "basic" from 23% in 1994 to 21% in 1995

Bohemia Elementary School Profile continued ... page 3

Reading Results continued

- 67% (84% state) of 3rd grade students reported liking to read "sometimes" or "a lot" while 7% (7% state) reported not liking to read "at all"
- 90% (85% state) of 5th grade students reported liking to read "sometimes" or "a lot" while 0% (8%) reported not liking to read "at all"

Science Results

- 3rd grade students scored **above** the state average (198 school - 196 state) for total science and **at the high end of** the comparison group range of 192-199
- 5th grade students scored **below** the state average (200 school - 203 state) for total science but within the comparison group range of 199-206

Writing Results

- 5th grade students scored at or above the district average in all six traits of writing, but slightly below the state average in all six traits
- 5th grade students scored above the district average in four of the five modes of writing
- 5th grade students scored within the range for comarison groups in all six traits
- 5th grade students in SLSD scored better in all six traits and five modes than in the previous four years

Curriculum Based Assessments (CBA)

- # of WPM, from Fall to Spring, for 2nd, 3rd, 4th and 5th grade students scoring in the 90th % increased
- 3rd and 5th grade students highest word-per-minute scores were the greatest in the Spring
- 2nd and 4th grade students highest word-per-minute scores were the greatest in the Winter
- the highest 5th grade WPM average at Bohemia was 173 as compared to 172 district-wide
- the highest 4th grade WPM average at Bohemia was 174 as compared to 177 district-wide
- the highest 3rd grade WPM average at Bohemia was 178 as compared to 170 district-wide
- the highest 2nd grade WPM average at Bohemia was 135 as compared to 142 district-wide
- the lowest 5th grade WPM average at Bohemia was 38 as compared to 41 district-wide
- the lowest 4th grade WPM average at Bohemia was 36 as compared to 36 district-wide
- the lowest 3rd grade WPM average at Bohemia was 30 as compared to 25 district-wide
- the lowest 2nd grade WPM average at Bohemia was 7 as compared to 6 district-wide

Finances

1994-95 funding per student	$ 4,047
1995-96 funding per student	$ 4,071
1994-95 staff development	$ 8,257

Grants

21st Century grant	$ 7,253
Read-Aloud	$ 3,000
Eisenhower	$ 2,500
Safe/Drug Free Schools	$ 16,000

Parental Involvement

Bohemia PTA	45 members
Volunteers	6,000+ hours
Site Council Reps	
PTA Awards	

Safety & Discipline

Substance Use/Violence Referrals	
Substance Use/Violence Suspensions	
Substance Use/Violence Expulsions	
Weapons in the Schools	0 0

Enclosure K

1995 Oregon Statewide Assessment Results
Percentage of Students Scoring Basic (B), Proficient (P), Advanced (A)
5 year comparison 1991-1995

Total Math

		Basic					Proficient					Advanced				
		'91	'92	'93	'94	'95	'91	'92	'93	'94	'95	'91	'92	'93	'94	'95
Bohemia	3rd	14	18	29	24	6	72	63	50	53	65	14	19	31	23	29
	5th	40	21	20	31	36	51	74	72	61	57	9	5	8	8	7
Delight Valley	3rd	25	8	44	29	4	70	85	50	71	87	5	7	6	0	9
	5th	48	16	26	26	17	52	76	63	68	83	0	8	11	6	0
Dorena	3rd	36	9	19	17	19	57	86	75	74	69	7	5	6	9	12
	5th	56	25	18	14	13	41	69	82	86	63	3	6	0	0	24
Harrison	3rd	23	0	7	9	16	62	51	60	66	73	15	49	33	25	11
	5th	15	3	18	15	18	76	81	59	72	69	9	16	23	13	13
Latham	3rd	4	15	19	36	14	84	81	52	64	73	12	4	30	0	13
	5th	28	17	4	27	21	64	74	75	65	61	8	9	21	8	18
London	3rd	50	40	38	11	38	45	50	46	89	54	5	10	15	0	8
	5th	24	42	35	21	0	76	58	60	64	54	0	0	5	15	46
Lincoln	8th	36	16	18	21	18	57	70	68	64	66	7	14	14	15	16
CGHS	11th	39	27	49	52	30	58	67	45	43	61	3	6	6	5	9

Basic = levels of only partial mastery
Proficient = solid, strong, acceptable levels of achievement
Advanced = very high, superior levels of achievement

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Enclosure J

1995 Oregon Statewide Assessment Results
Percentage of Students Scoring Basic (B), Proficient (P), Advanced (A)
1993-1994-1995

Total Reading

		Basic					Proficient					Advanced				
		'91	'92	'93	'94	'95	'91	'92	'93	'94	'95	'91	'92	'93	'94	'95
Bohemia	3rd	12	8	16	19	7	63	63	54	40	56	25	29	40	41	37
	5th	15	9	16	23	21	69	61	64	53	56	16	30	20	24	23
Delight Valley	3rd	20	0	30	18	0	55	54	65	54	45	25	46	5	28	55
	5th	30	12	25	26	11	57	64	50	58	78	13	24	25	16	11
Dorena	3rd	14	19	0	9	18	64	67	54	70	53	22	14	46	21	29
	5th	16	13	18	0	6	58	69	71	77	65	26	18	12	23	29
Harrison	3rd	8	2	0	15	10	68	40	63	54	57	24	58	37	31	33
	5th	8	7	6	13	11	76	62	65	50	59	16	31	30	37	30
Latham	3rd	17	11	30	29	5	54	63	44	64	55	29	26	26	7	40
	5th	32	26	14	12	7	56	39	64	50	64	12	35	21	38	29
London	3rd	23	20	15	0	31	55	70	69	56	46	22	10	15	44	23
	5th	18	47	25	0	8	82	42	65	79	62	0	11	10	21	30
Lincoln	8th	19	15	18	13	10	63	62	66	59	55	18	23	15	28	35
CGHS	11th	16	22	22	21	10	62	58	56	50	52	22	20	21	29	38

Basic = levels of only partial mastery
Proficient = solid, strong, acceptable levels of achievement
Advanced = very high, superior levels of achievement

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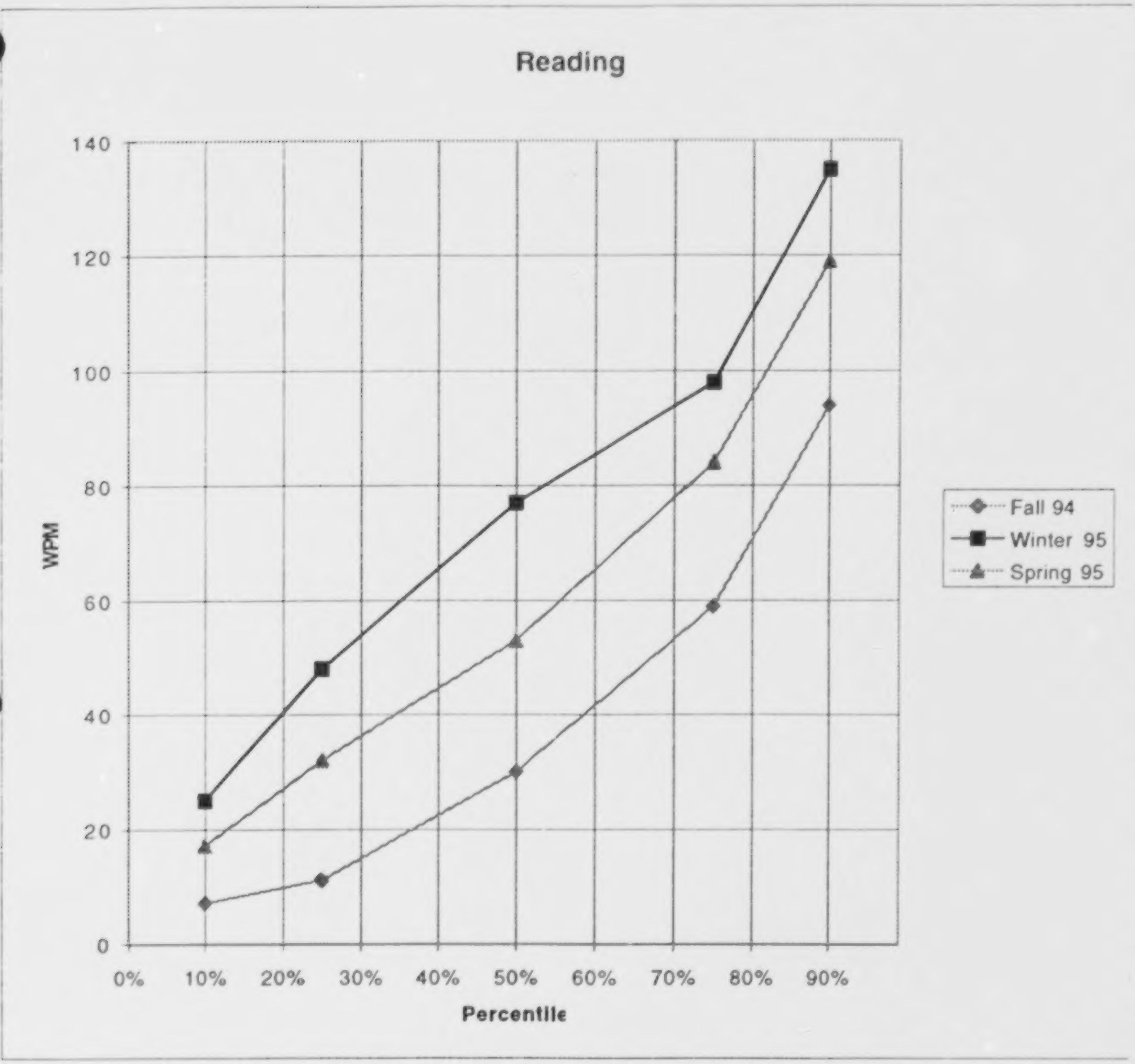
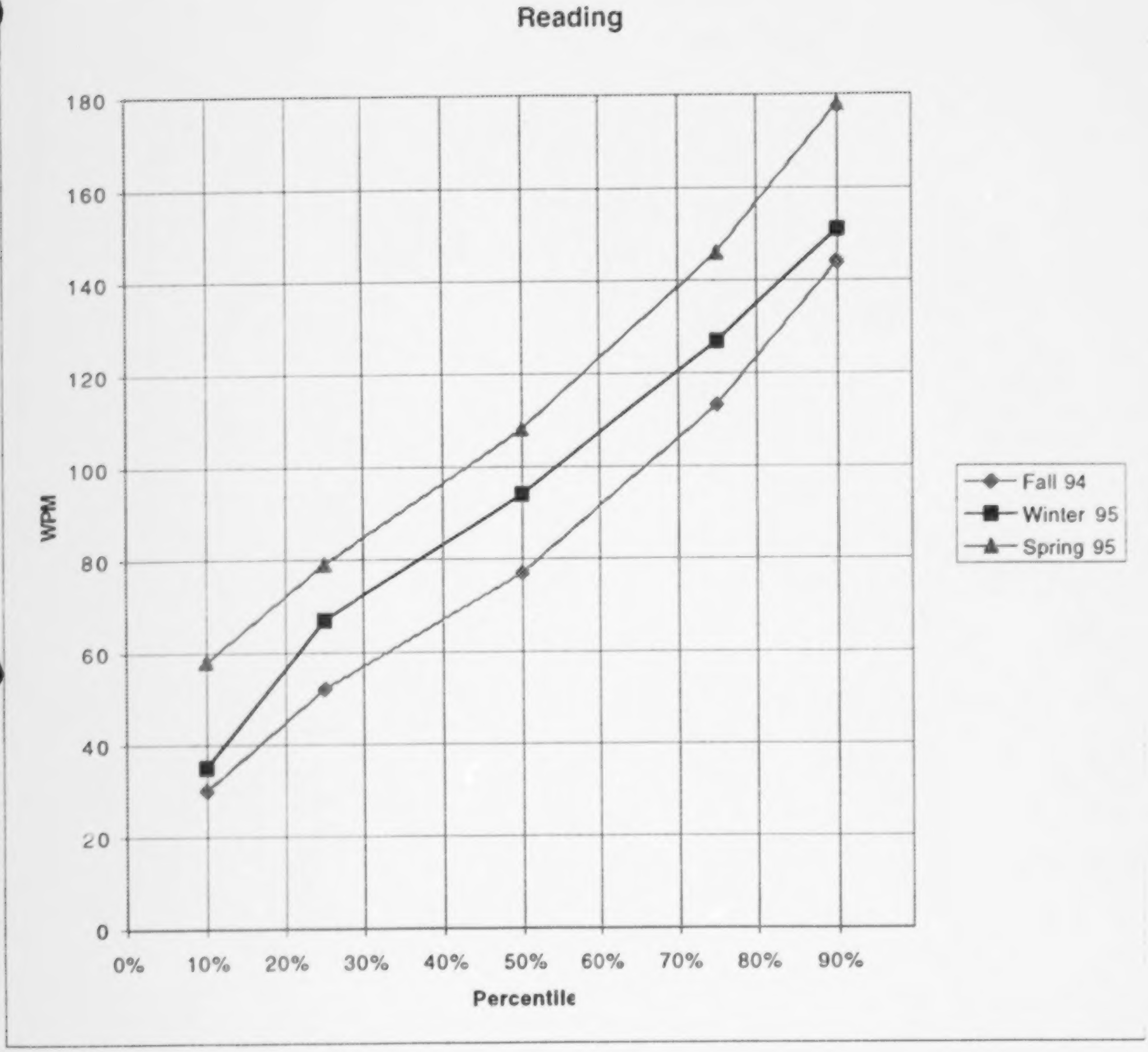
CBA Results

1995

Bohemia Elementary School

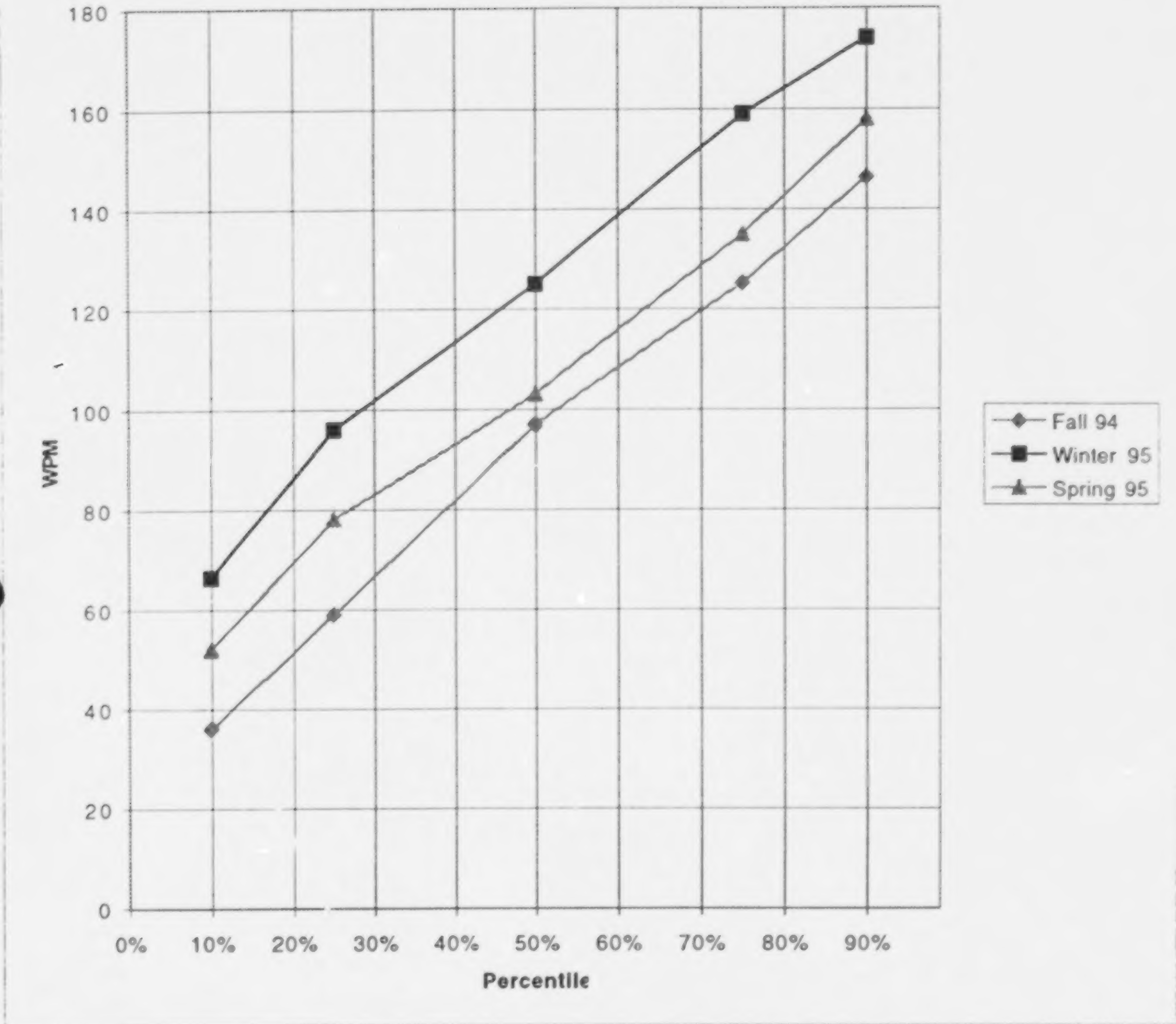


2nd Grade	Bohemia	Bohemia	Bohemia	District	District	District
	Fall 94	Winter 95	Spring 95	Fall 94	Winter 95	Spring 95
10%	7	25	17	6	26	21
25%	12	48	32	13	51	36
50%	30	77	53	31	77	60
75%	60	98	84	72	109	103
90%	94	135	119	96	142	126

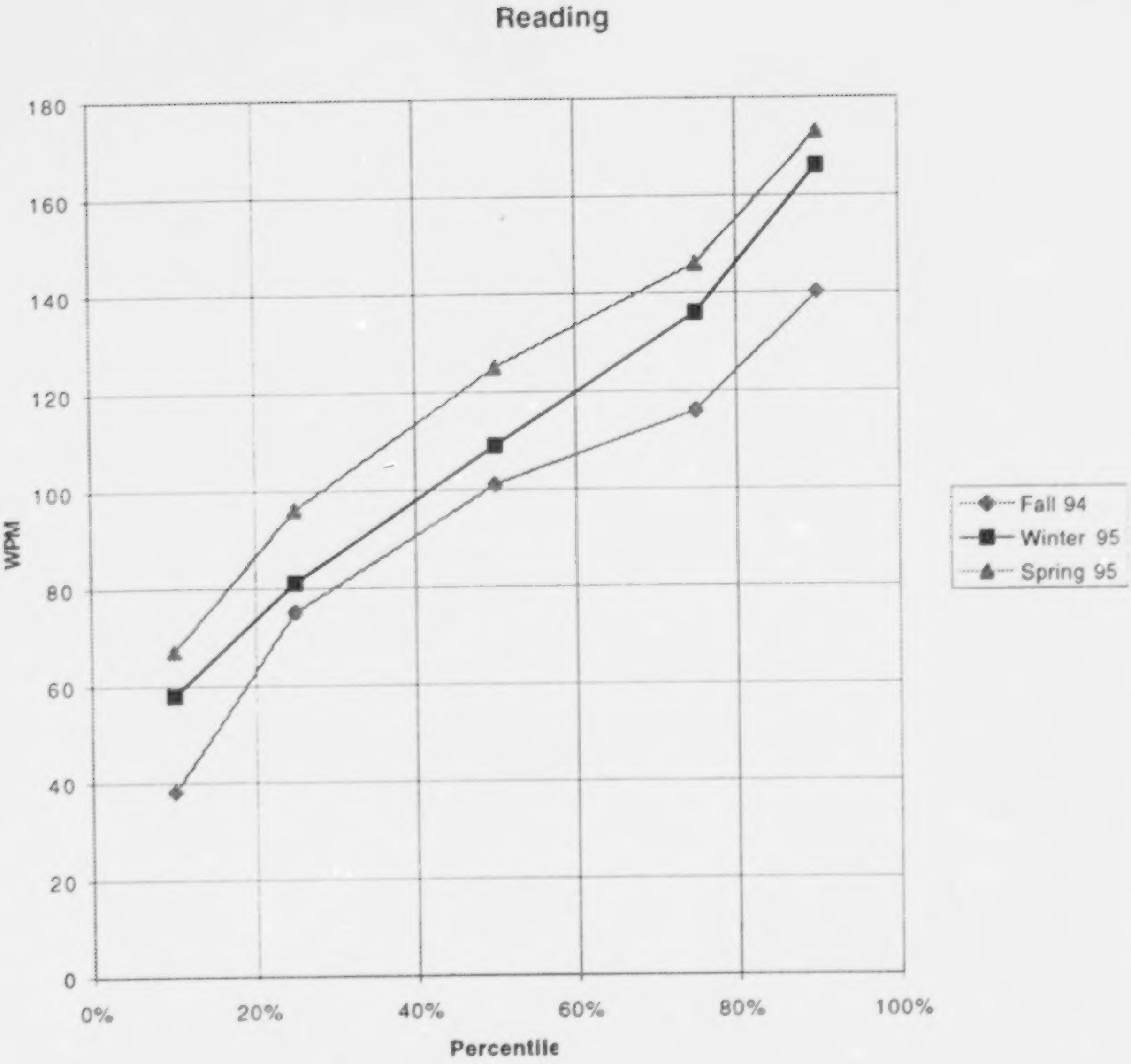


3rd Grade	Bohemia	Bohemia	Bohemia	District	District	District
	Fall 94	Winter 95	Spring 95	Fall 94	Winter 95	Spring 95
10%	30	35	58	25	44	61
25%	52	67	79	50	75	85
50%	77	94	108	76	100	109
75%	113	127	146	109	124	139
90%	144	151	178	139	152	170

Reading



4th Grade	Bohemia	Bohemia	Bohemia	District	District	District
	Fall 94	Winter 95	Spring 95	Fall 94	Winter 95	Spring 95
10%	36	66	52	36	64	46
25%	59	96	78	64	95	79
50%	97	125	103	95	124	102
75%	125	159	135	125	154	135
90%	146	174	158	147	177	160



5th Grade	Bohemia	Bohemia	Bohemia	District	District	District
	Fall 94	Winter 95	Spring 95	Fall 94	Winter 95	Spring 95
10%	38	58	67	41	64	74
25%	75	81	96	69	83	93
50%	101	109	125	98	109	118
75%	116	136	146	128	136	147
90%	140	166	173	146	166	172

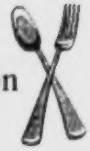
Bohemia Research Project

Phase 1

- ➢What's happening
- ➢What you told us
- ➢What we thought

★ ★ ★ ★

- ★ choice
- ★ individualized nutrition
- ★ grown-up salads
- ★ computerized information system



For me, this year is . . .

disconnected
safer
new
easier
productive
confusing
hectic
busy
relaxed
exciting
progressive
growing
challenging
expectant
complicated
fearful
demanding
gelled
unsuccessful
healing
frustrating
changing
great
touching

For all of us, this year is . . .

rewarding
fearful
less stressful
respectful
backstabbing
complicated
divided
intense
productive
FUN
positive
innovative
disappointing
discouraged
easier
changing
frustrating
friendly
challenging
bitter
HAPPIER
disconnected
reflective
interesting
confusing
EXCITING
collaborative
waiting
overwhelming
controversial
caring
supportive

Classroom Rules

Line up quietly
Listen
Be quiet when someone's talking
Push chairs in
Raise hand when you want to talk
Be polite
Be patient
Quiet in the halls
Coats and packs in the closet
Put chairs up on desk

Show respect

Be safe
Be kind
Always do your best
Respect others

Work in a team
Do quality work
Talk about problems
Be problem solvers
Learn new things by yourself

We listen to each other
Hands are for helping, not hurting.
We use I care language.
We care about each others' feelings.
We are responsible for what we say and do

Treat people the way you want to be treated. Respect others...they'll respect you.
Keep hands, feet and other objects to self.
Only touch or use your own stuff, unless you have permission.
Be safe. Push in chairs, walk in building, move gently in building.
Work hard and have fun.

Take turns talking quietly
Listen to each others' ideas
Praise each others' ideas
Help each other when asked
Stay together till everyone is done
Talk about how you work well together and how you can improve

Prosocial Behavior
Respect yourself and others
Cooperate with others
Manage yourself
Behave in a legal and healthy manner

We raise our hands to talk
We share and take turns
We walk in the building
We keep our hands and feet to ourselves
We pay attention to the person who is speaking
We always try to do our best quality work
We have fun learning
To have a friend, be a friend

Whisper. Be polite
To have a friend, I must be a friend
I can take care of myself wherever I am
I know what needs to be done whether or not someone is watching
Put things away when you're done

Listen carefully
Follow directions
Work quietly. Do not disturb others
Respect others.
Be kind with your words and actions
Respect school and personal property
Work and play safely
Raise hand to speak

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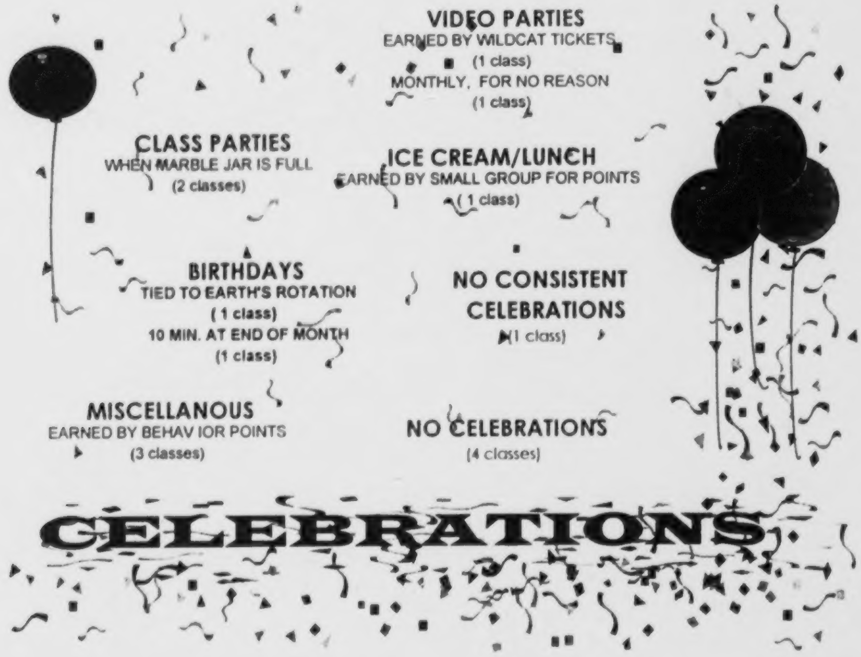


VIDEO PARTIES
EARNED BY WILDCAT TICKETS
(1 class)
MONTHLY, FOR NO REASON
(1 class)

CLASS PARTIES
WHEN MARBLE JAR IS FULL
(2 classes)

ICE CREAM/LUNCH
EARNED BY SMALL GROUP FOR POINTS
(1 class)

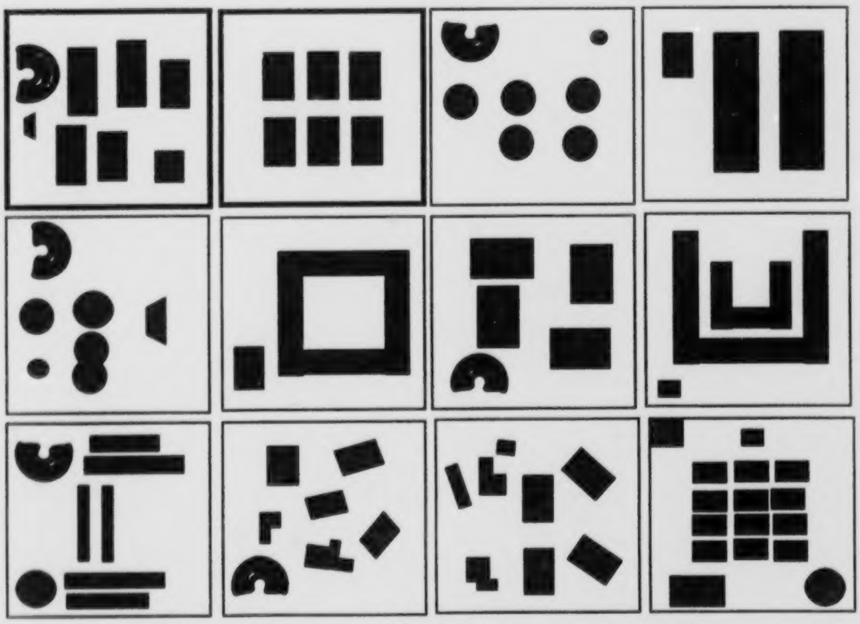
BIRTHDAYS
TIED TO EARTH'S ROTATION
(1 class)
10 MIN. AT END OF MONTH
(1 class)

NO CONSISTENT CELEBRATIONS
(1 class)

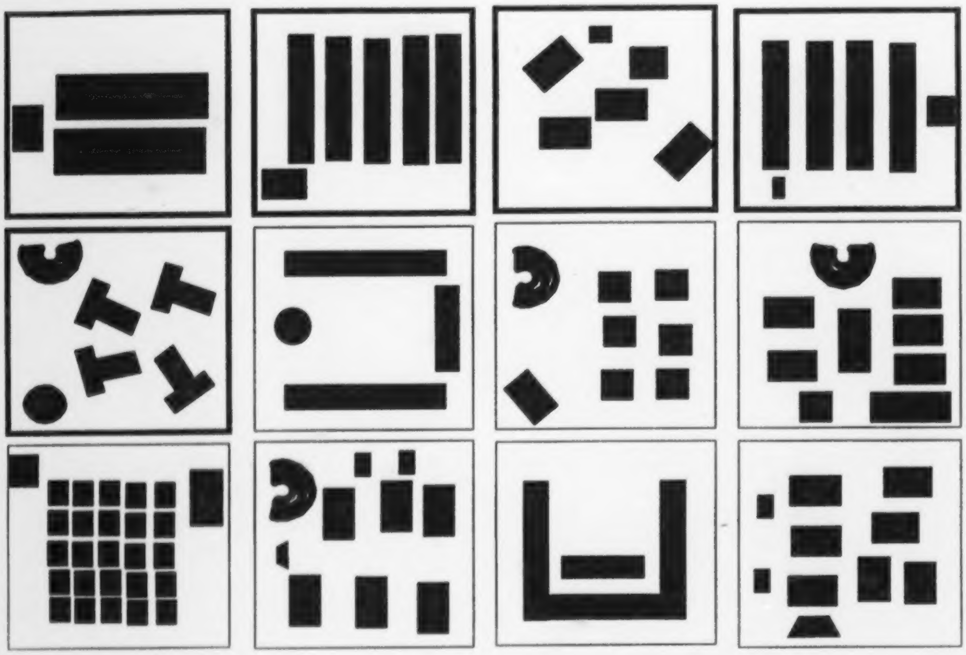
MISCELLANOUS
EARNED BY BEHAV IOR POINTS
(3 classes)

NO CELEBRATIONS
(4 classes)

CELEBRATIONS

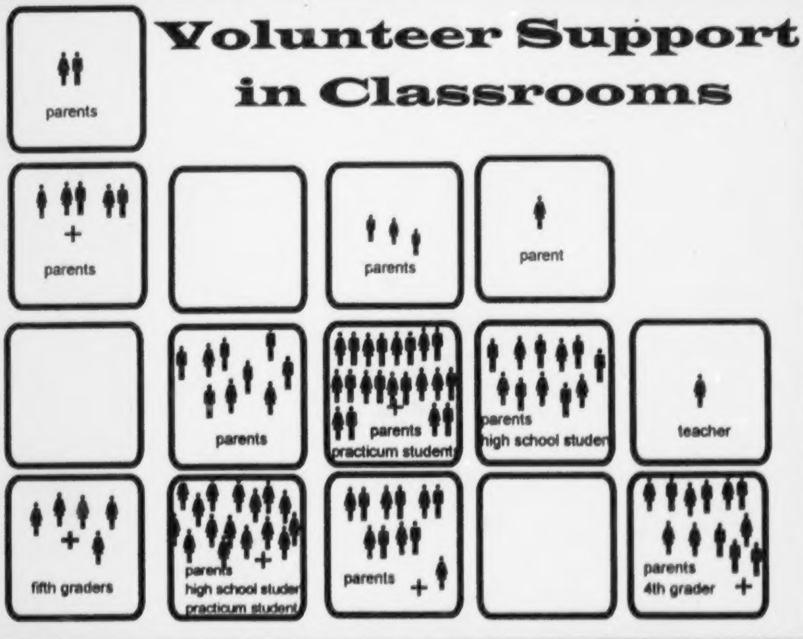


Classroom Arrangements



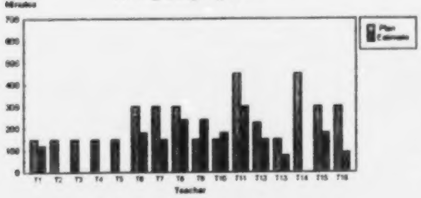
2

Volunteer Support in Classrooms

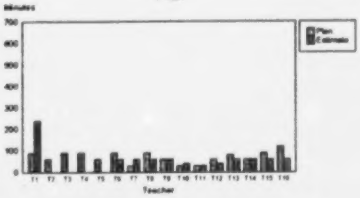

parents
+
parents
parents
parent
parents
+
parents
practicum student
parents
high school studen
teacher
+
fifth graders
parents
+
high school studen
practicum student
parents
+
parents
4th grader
+

Minutes per week per content area

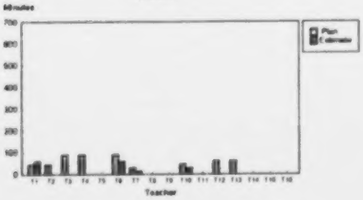
Writing/Language Arts



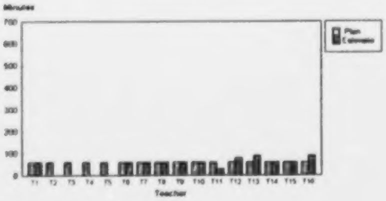
P.E.



Music

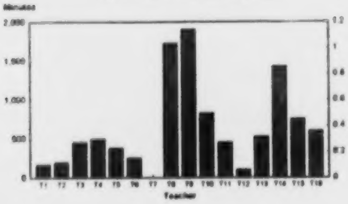


Computer

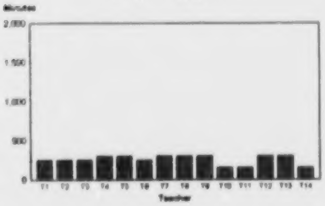


Minutes per week of special education support

Special Education Support

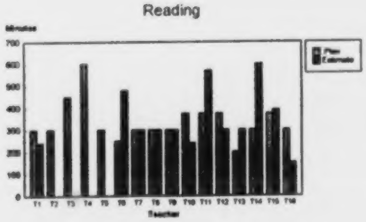


Chapter Support

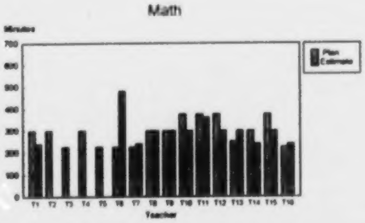


Minutes per week per content area

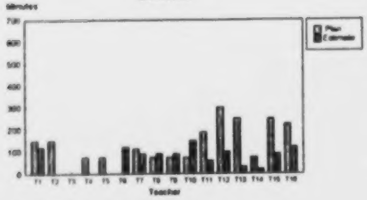
Reading



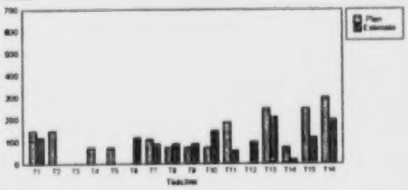
Math



Science

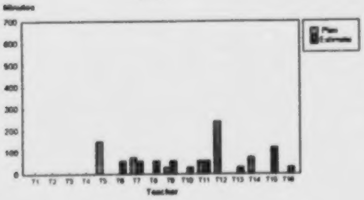


Social Studies

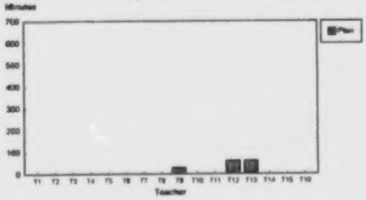


Minutes per week per content area

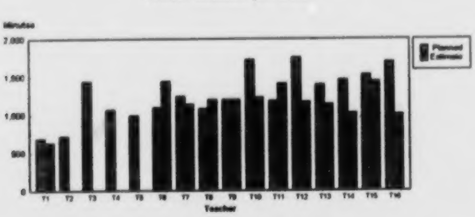
Art

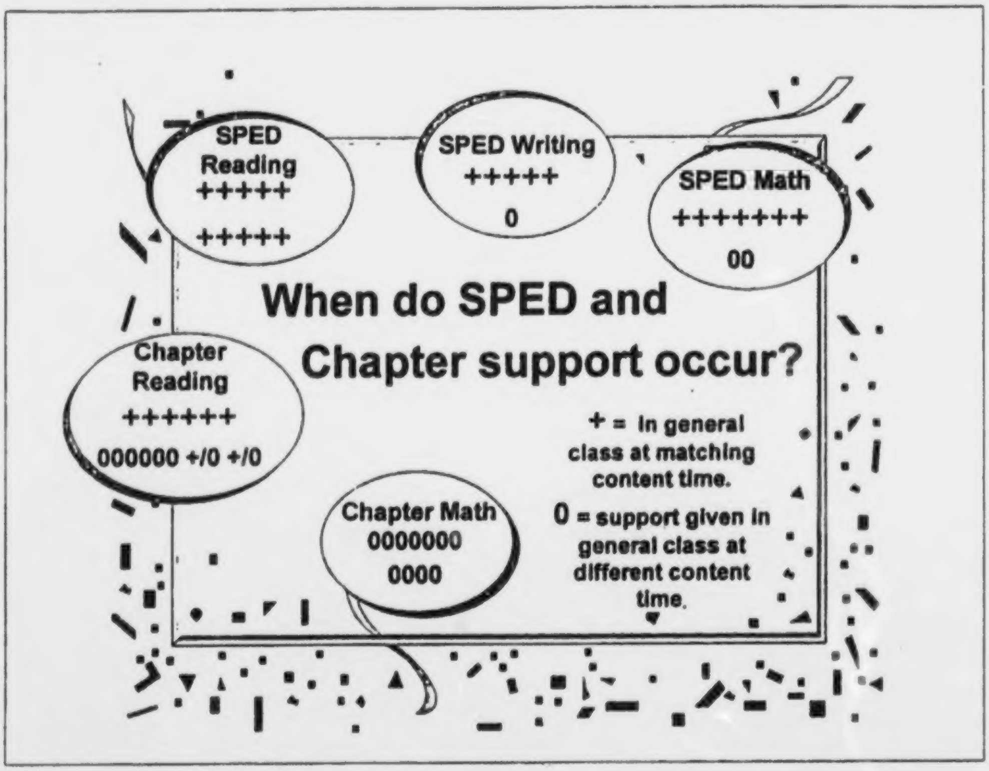


Spanish



Total # Minutes per week





SPED Reading
+++++
+++++

SPED Writing
+++++
0

SPED Math
+++++++
00

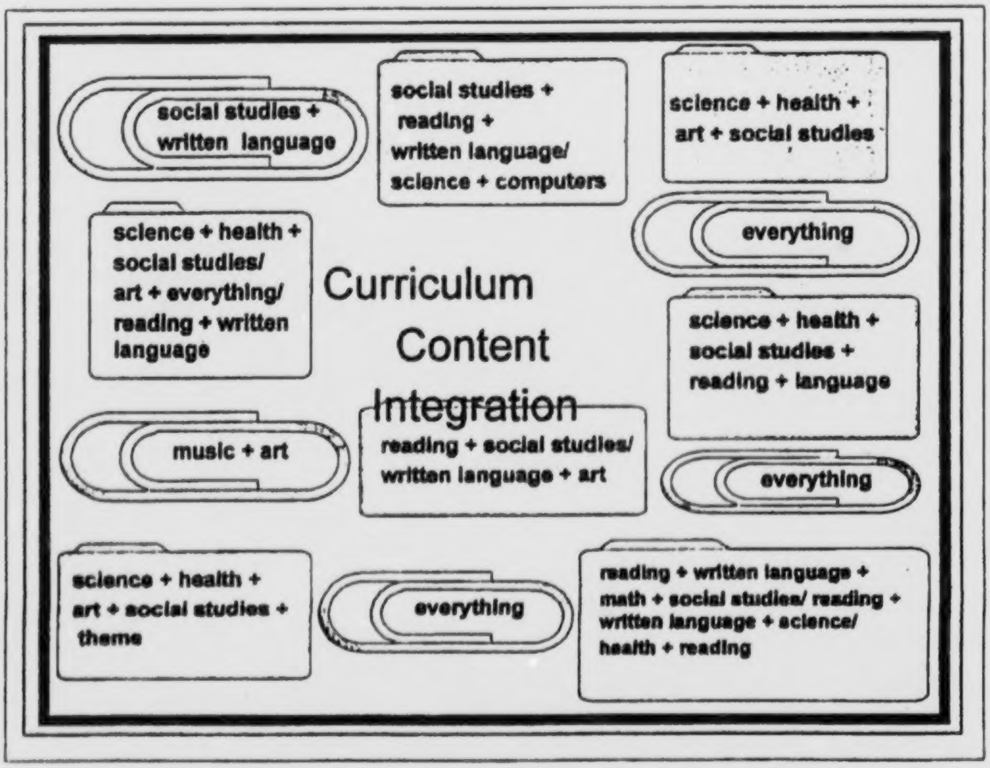
When do SPED and Chapter support occur?

Chapter Reading
++++++
000000 +/0 +/0

Chapter Math
0000000
0000

+ = in general class at matching content time.

0 = support given in general class at different content time.



Curriculum Content Integration

social studies + written language

social studies + reading + written language/ science + computers

science + health + art + social studies

science + health + social studies/ art + everything/ reading + written language

everything

science + health + social studies + reading + language

music + art

reading + social studies/ written language + art

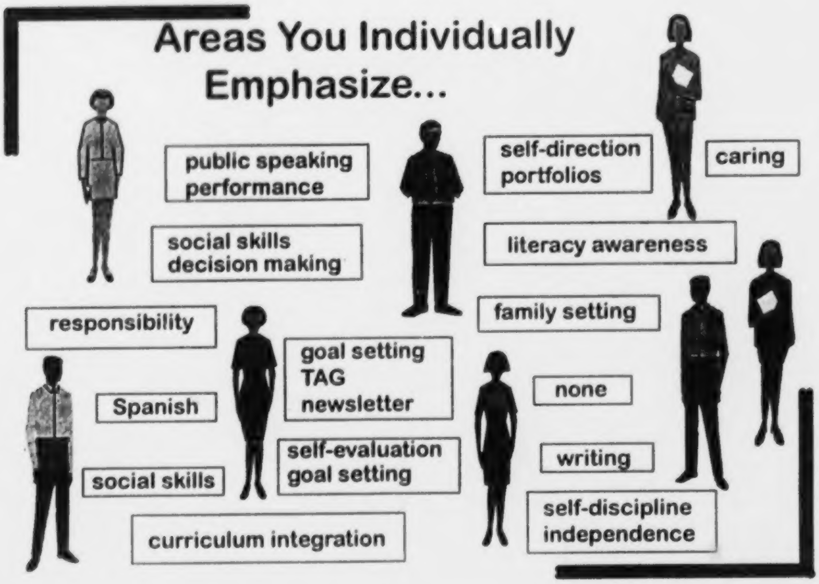
everything

science + health + art + social studies + theme

everything

reading + written language + math + social studies/ reading + written language + science/ health + reading

Areas You Individually Emphasize...



public speaking
performance

self-direction
portfolios

caring

social skills
decision making

literacy awareness

responsibility

family setting

goal setting
TAG
newsletter

Spanish

none

self-evaluation
goal setting

writing

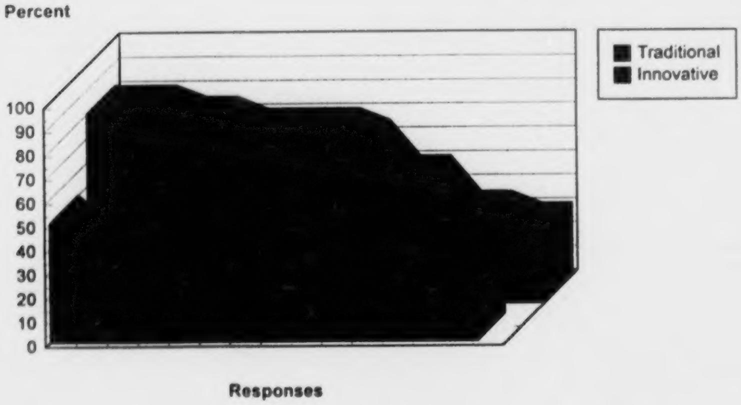
social skills

self-discipline
independence

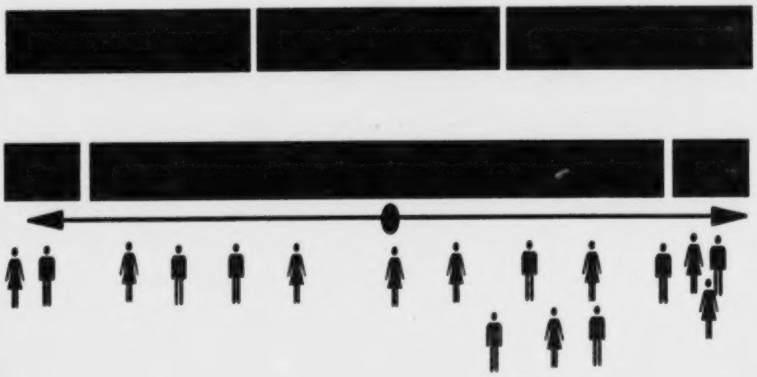
curriculum integration

How Innovative Are We?

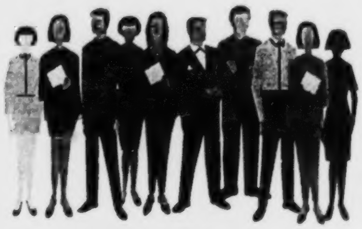
Where is the staff on a scale of 1 to 10?



How innovative are we?



Committee Involvement



PTA
1 person
2.5 hours per week

Behavior Plans
1 person
2 hours per week

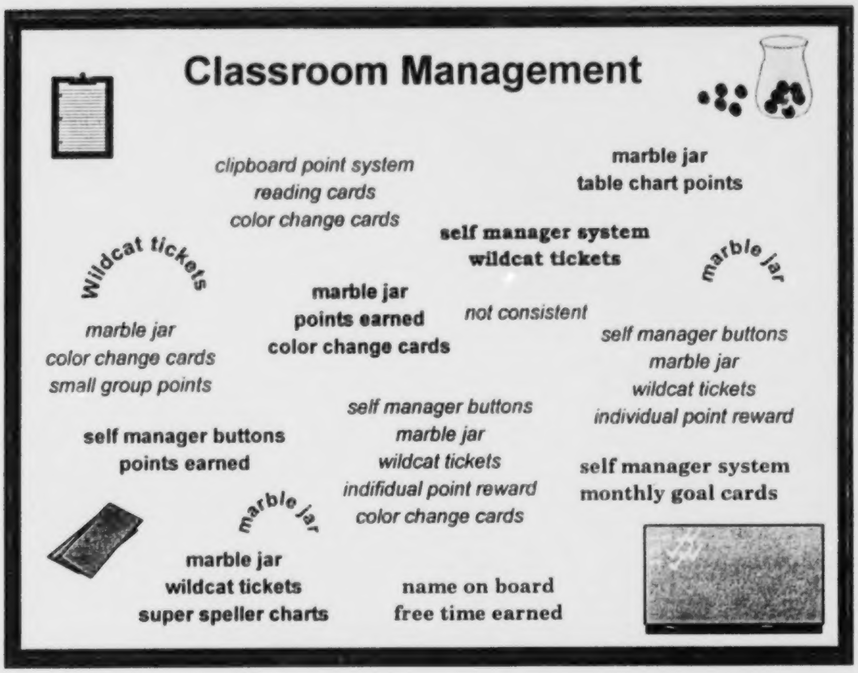
Site Council
5 people
2 hours a week each

OEA
2 people
8 and "many" hours per week

Miscellaneous, District Level
8 people
30 to 75 minutes per week

Health Committee
1 person
30 min. per week

No Committee
3 people



Classroom Management

clipboard point system
reading cards
color change cards

marble jar
table chart points

self manager system
wildcat tickets

Wildcat tickets

marble jar

marble jar
points earned
color change cards

not consistent

marble jar
color change cards
small group points

self manager buttons
marble jar
wildcat tickets
individual point reward

self manager buttons
marble jar
wildcat tickets
indifidual point reward
color change cards

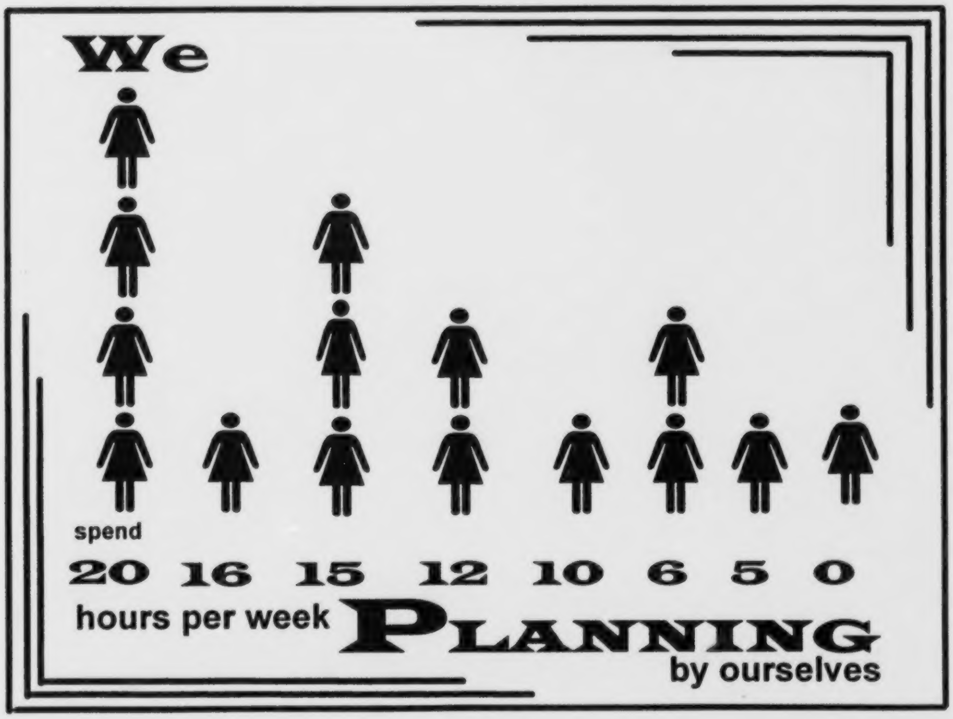
self manager buttons
points earned

self manager system
monthly goal cards

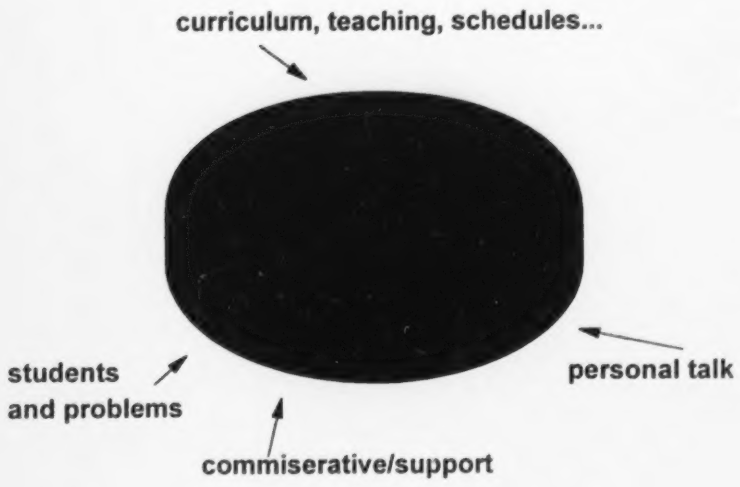
marble jar

marble jar
wildcat tickets
super speller charts

name on board
free time earned



Staff Room Conversation



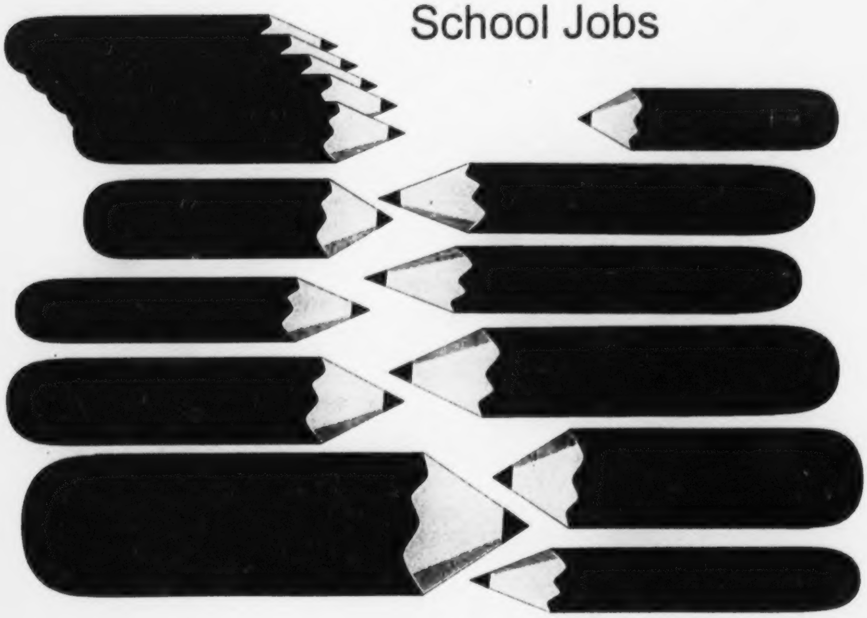
curriculum, teaching, schedules...

students
and problems

personal talk

commiserative/support

School Jobs



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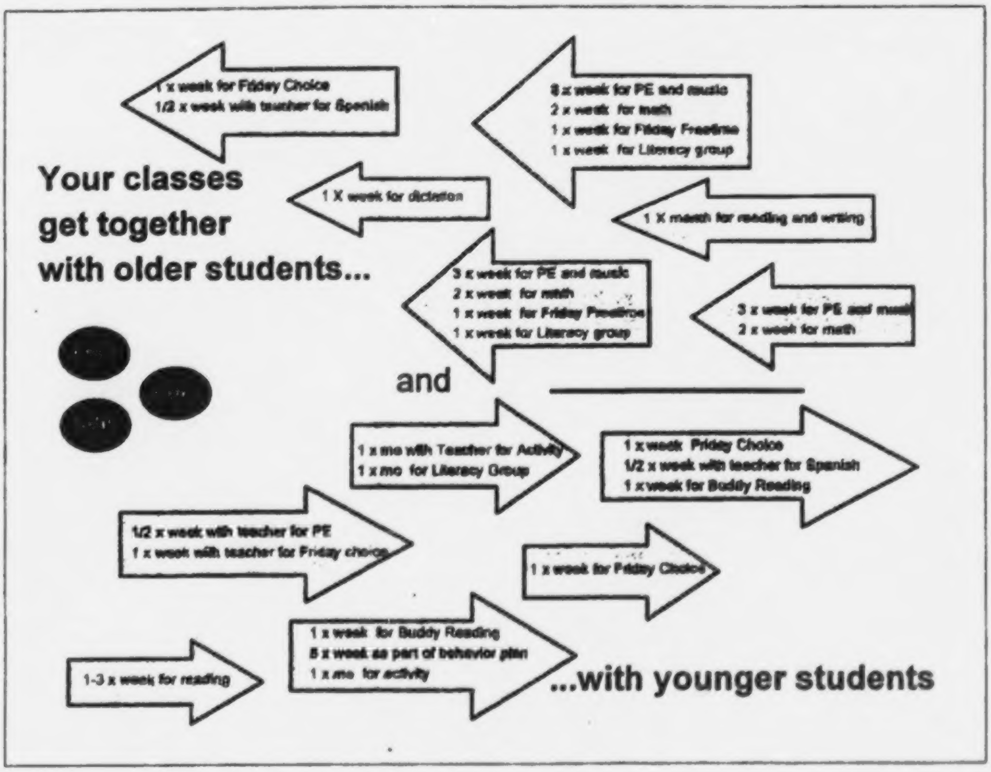


Your classes
get together
with older students...

1 x week for Friday Choice
1/2 x week with teacher for Spanish

3 x week for PE and music
2 x week for math
1 x week for Friday Freetime
1 x week for Literacy group

1 X week for dictation

1 X month for reading and writing

3 x week for PE and music
2 x week for math
1 x week for Friday Freetime
1 x week for Literacy group

3 x week for PE and music
2 x week for math

and ____________

1 x mo with Teacher for Activity
1 x mo for Literacy Group

1 x week Friday Choice
1/2 x week with teacher for Spanish
1 x week for Buddy Reading

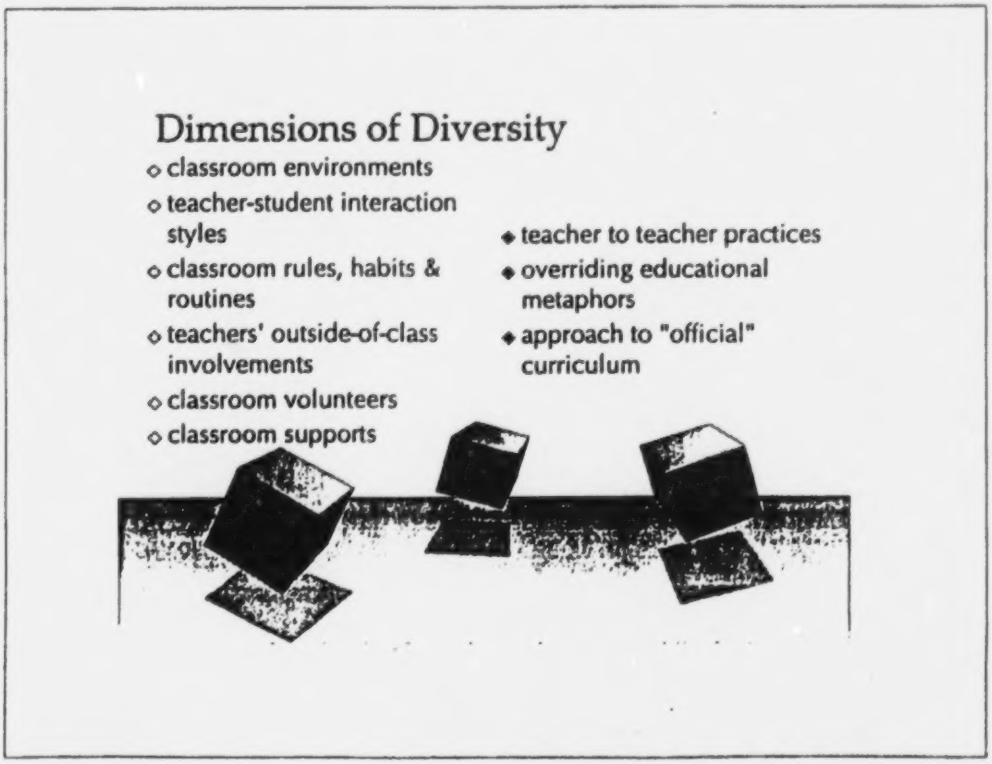
1/2 x week with teacher for PE
1 x week with teacher for Friday choice

1 x week for Friday Choice

1 x week for Buddy Reading
5 x week as part of behavior plan
1 x mo for activity

1-3 x week for reading

...with younger students



Dimensions of Diversity

- ◇ classroom environments
- ◇ teacher-student interaction styles
- ◇ classroom rules, habits & routines
- ◇ teachers' outside-of-class involvements
- ◇ classroom volunteers
- ◇ classroom supports
- ◆ teacher to teacher practices
- ◆ overriding educational metaphors
- ◆ approach to "official" curriculum

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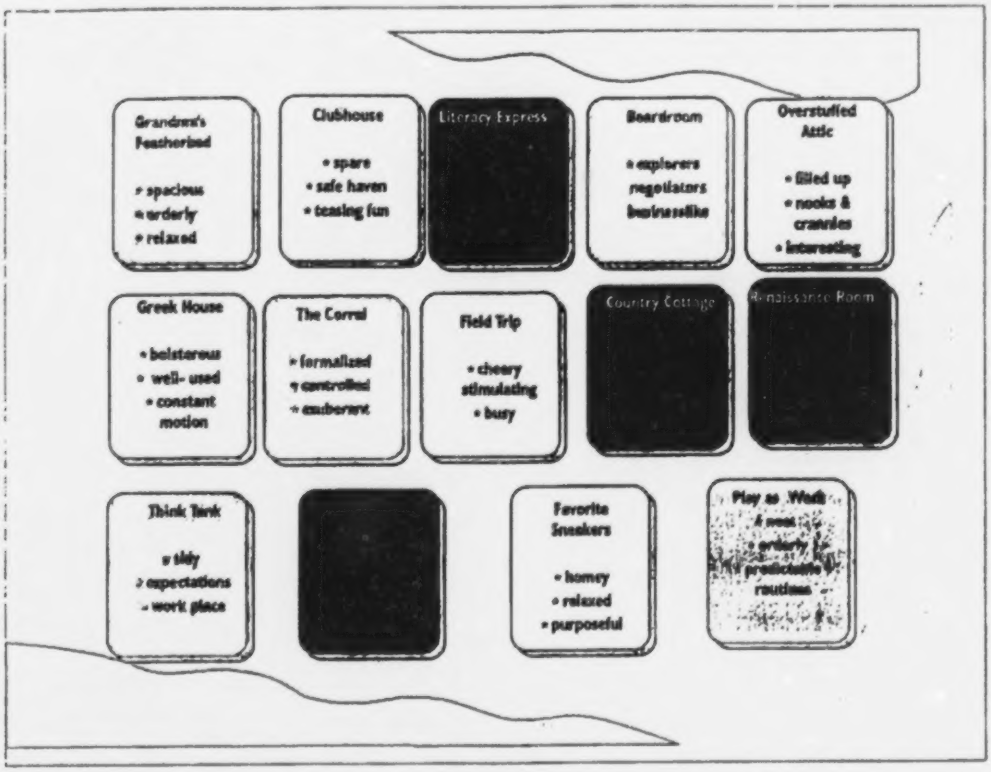


Grandma's Featherbed
- spacious
- orderly
- relaxed

Clubhouse
- spare
- safe haven
- teasing fun

Literacy Express

Boardroom
- explorers
- negotiators
- businesslike

Overstuffed Attic
- filled up
- nooks & crannies
- interesting

Greek House
- boisterous
- well- used
- constant motion

The Corral
- formalized
- controlled
- exuberant

Field Trip
- cheery
- stimulating
- busy

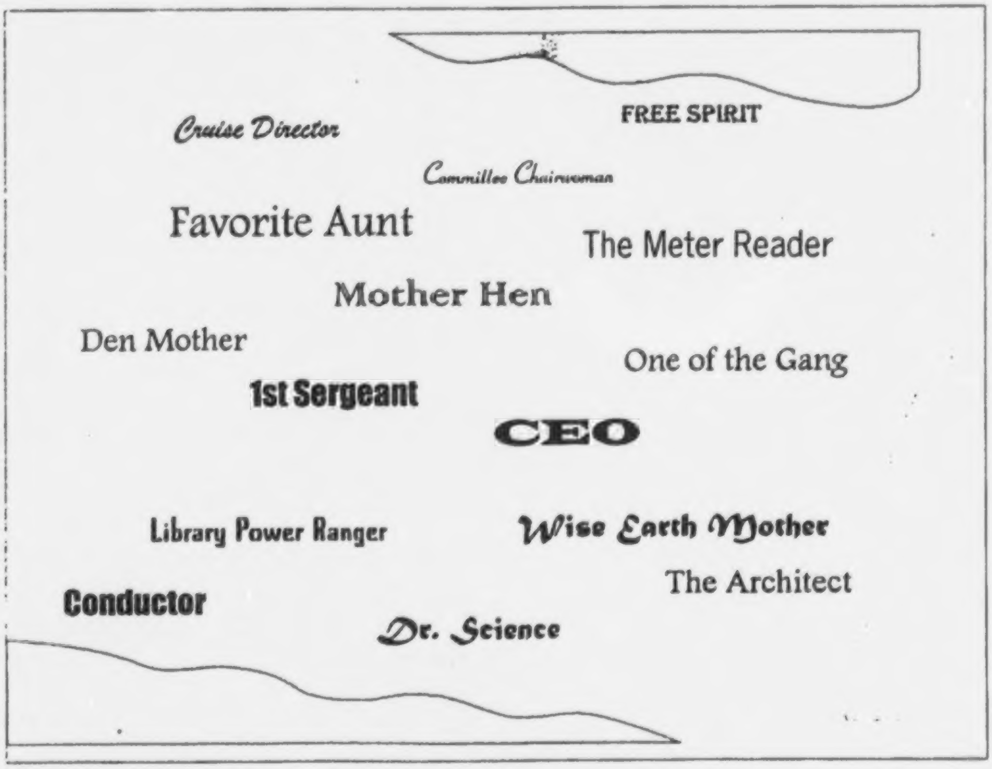
Country Cottage

Renaissance Room

Think Tank
- tidy
- expectations
- work place

Favorite Sneakers
- homey
- relaxed
- purposeful

Play as Work
- neat
- orderly
- predictable
- routines



Cruise Director

FREE SPIRIT

Committee Chairwoman

Favorite Aunt

The Meter Reader

Mother Hen

Den Mother

One of the Gang

1st Sergeant

CEO

Library Power Ranger

Wise Earth Mother

The Architect

Conductor

Dr. Science

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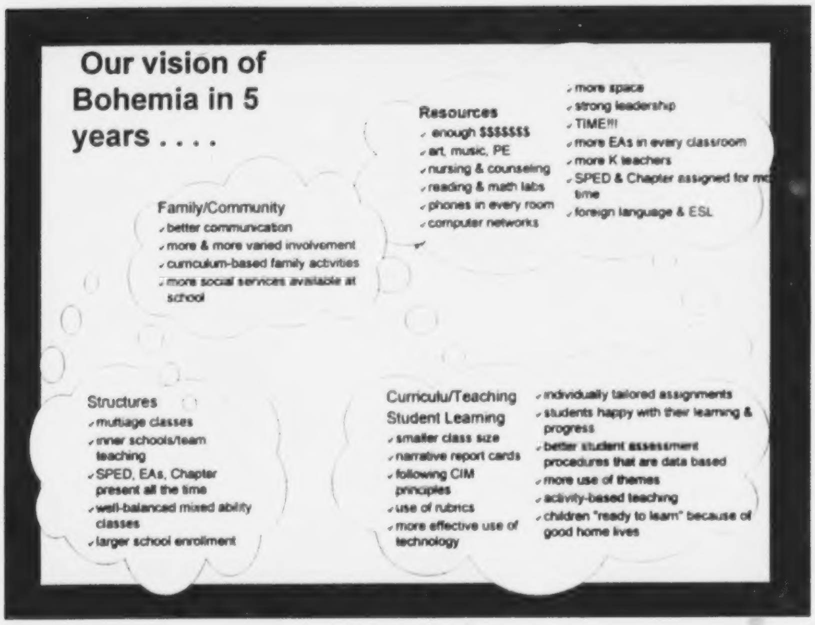


Our vision of Bohemia in 5 years . . . .

Resources

- enough $$$$$$$
- art, music, PE
- nursing & counseling
- reading & math labs
- phones in every room
- computer networks
- more space
- strong leadership
- TIME!!!
- more EAs in every classroom
- more K teachers
- SPED & Chapter assigned for mo time
- foreign language & ESL

Family/Community

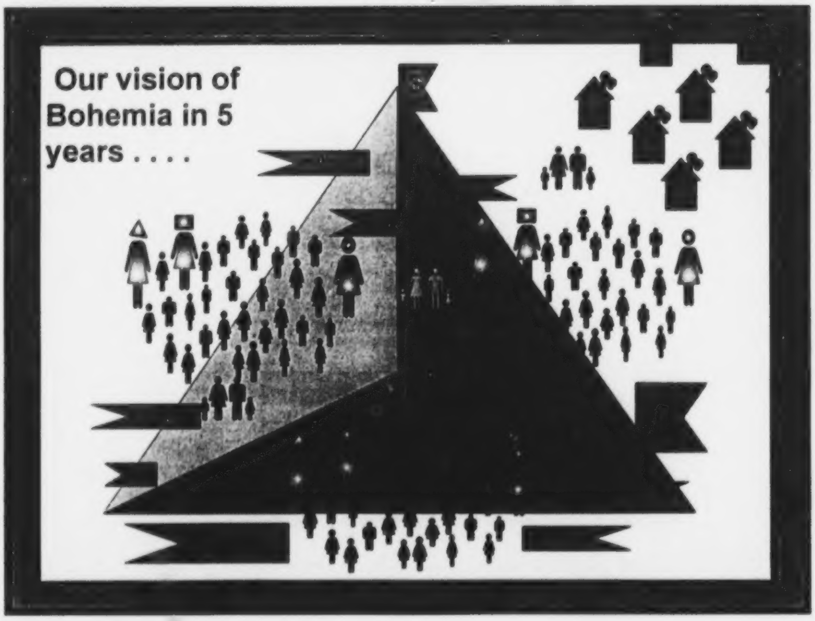
- better communication
- more & more varied involvement
- curriculum-based family activities
- more social services available at school

Structures

- multiage classes
- inner schools/team teaching
- SPED, EAs, Chapter present all the time
- well-balanced mixed ability classes
- larger school enrollment

Curriculu/Teaching Student Learning

- smaller class size
- narrative report cards
- following CIM principles
- use of rubrics
- more effective use of technology
- individually tailored assignments
- students happy with their learning & progress
- better student assessment procedures that are data based
- more use of themes
- activity-based teaching
- children "ready to learn" because of good home lives



Our vision of Bohemia in 5 years . . . .

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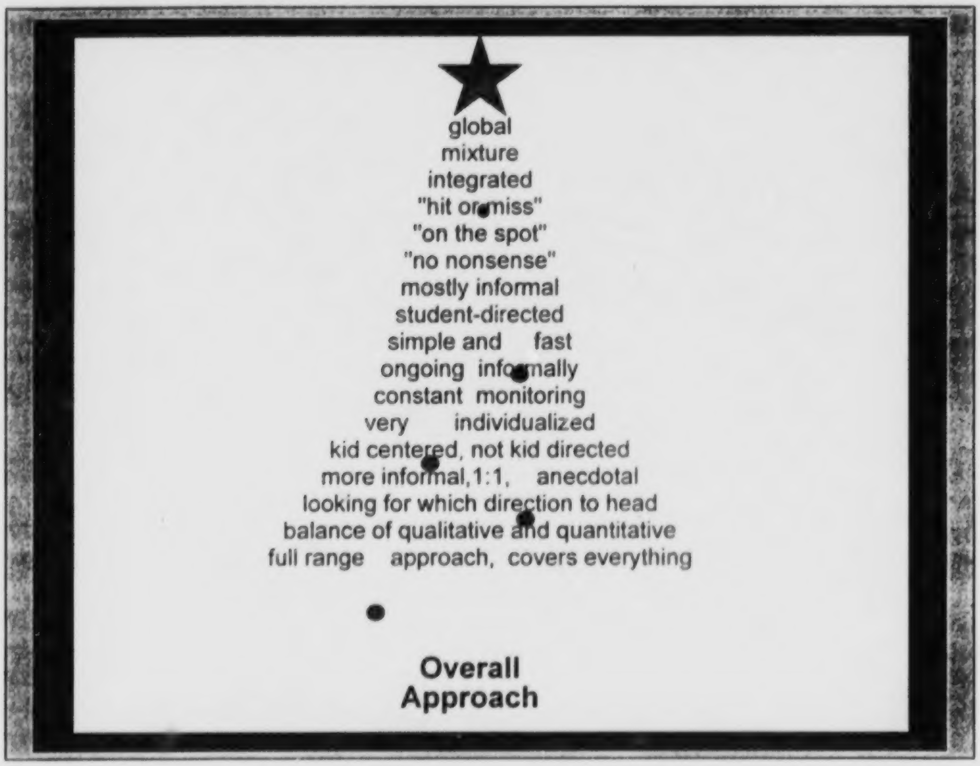
Bohemia Research Project

Phase 2

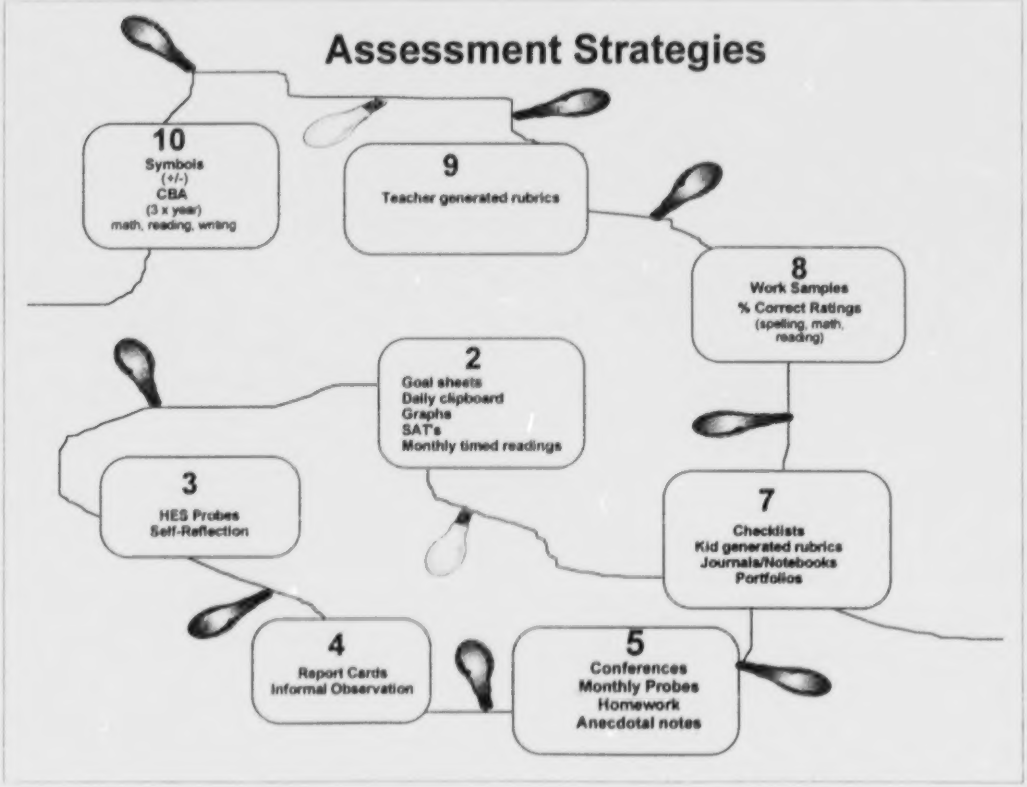
Current Assessment Practices

- What You Told Us
- What Parents Told Us



global
mixture
integrated
"hit or miss"
"on the spot"
"no nonsense"
mostly informal
student-directed
simple and fast
ongoing informally
constant monitoring
very individualized
kid centered, not kid directed
more informal,1:1, anecdotal
looking for which direction to head
balance of qualitative and quantitative
full range approach, covers everything

Overall Approach



Assessment Strategies

2
Goal sheets
Daily clipboard
Graphs
SAT's
Monthly timed readings

3
HES Probes
Self-Reflection

4
Report Cards
Informal Observation

5
Conferences
Monthly Probes
Homework
Anecdotal notes

7
Checklists
Kid generated rubrics
Journals/Notebooks
Portfolios

8
Work Samples
% Correct Ratings
(spelling, math, reading)

9
Teacher generated rubrics

10
Symbols
(+/-)
CBA
(3 x year)
math, reading, writing

Assessment Strategies
(cont'd)

1

daily, weekly class letter
# correct
mental notes
informal feedback
mind mapping
self-manager buttons
probes 3 x year
daily data for severe kids
class meetings
fluency scores
weekly homework folder
audio tape
weekly session data
roll call cards
logs
praise
%ile rankings
individual student file
Big 5
Scores- raw, scaled, standardized, grade equivalency
weekly form
cooperative group worksheets

Approach to Assessment

★

Rubrics
Portfolios
Report cards
State benchmarks
Writing samples
Standardized testing
District readiness skills
Parent/Teacher reports
Probes (CBA, teacher designed)

Formal

★

intuition
audio taping
spontaneous
undocumented
journals about kids
ongoing observation
self-correcting sheets
reflective notebooks (kids)
whole child, developmental

Informal

★

math
for reflection
to revise teaching (3)
to compare kids in class
that kids know "process"
to document student growth (11)
for literacy across the curriculum
to identify student needs and abilities
to help students understand their growth
to plan learning goals and teaching (3)
to create groupings/placement for identified kids

Focus

How do you summarize the information you collect?

WEEKLY homework sheet
WEEKLY reading graph
3 X WEEK (homework, journals)
MONTHLY reading probe (3)
MONTHLY summarized kid notebooks (2)
kid notebooks PERIODICALLY(2)
review behavior data OFTEN
math probes

Report cards (9)

DAILY summary
CONSTANTLY watches
WEEKLY summary (3)
Only at report time(2)
At TRIMESTER (5)
ANNUAL
3 YEAR evaluation
DAILY, WEEKLY, MONTHLY, TRIMESTER
Portfolios, math sheets at TRIMESTER

Conferences (2)

Summaries (cont'd.)

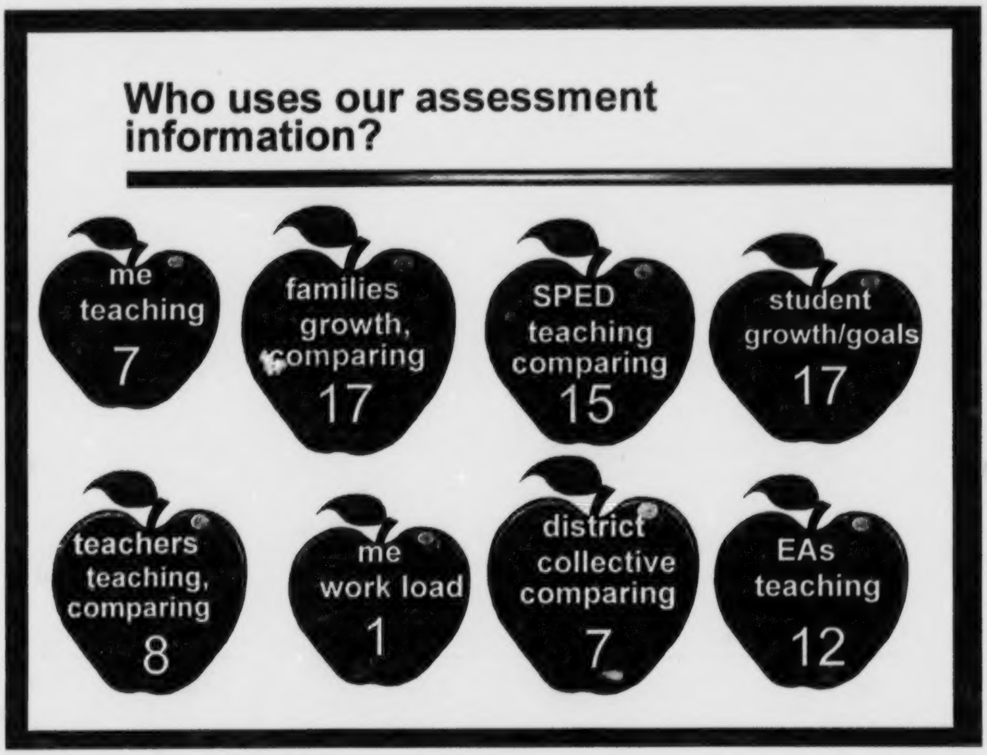
What Kids do:

weekly goal summary
summarize probes in notebooks
graph probes (3)
graph progress monthly
self-evaluation on end product rubrics
keep notebooks to graph probes and summarize progress (6)

"Informal Summaries"

Seven teachers said they do these:

periodically
all the time
ongoing
when needed
weekly
constantly
to review anecdotal info.



Who uses our assessment information?

me teaching
7

families growth, comparing
17

SPED teaching comparing
15

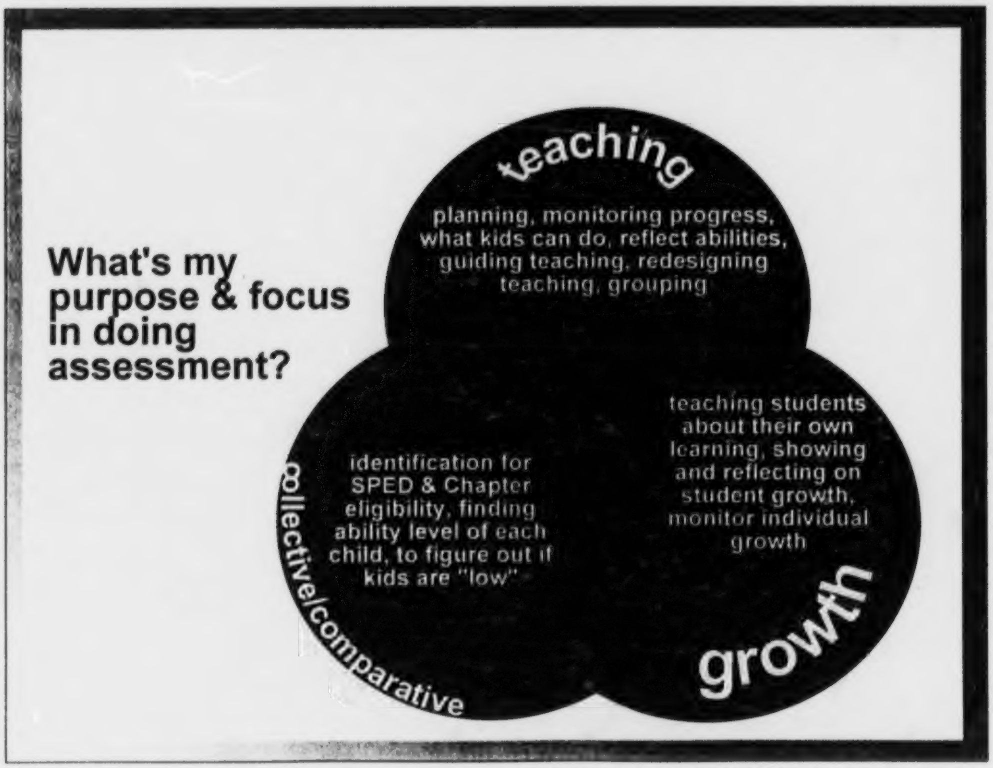
student growth/goals
17

teachers teaching, comparing
8

me work load
1

district collective comparing
7

EAs teaching
12



What's my purpose & focus in doing assessment?

teaching

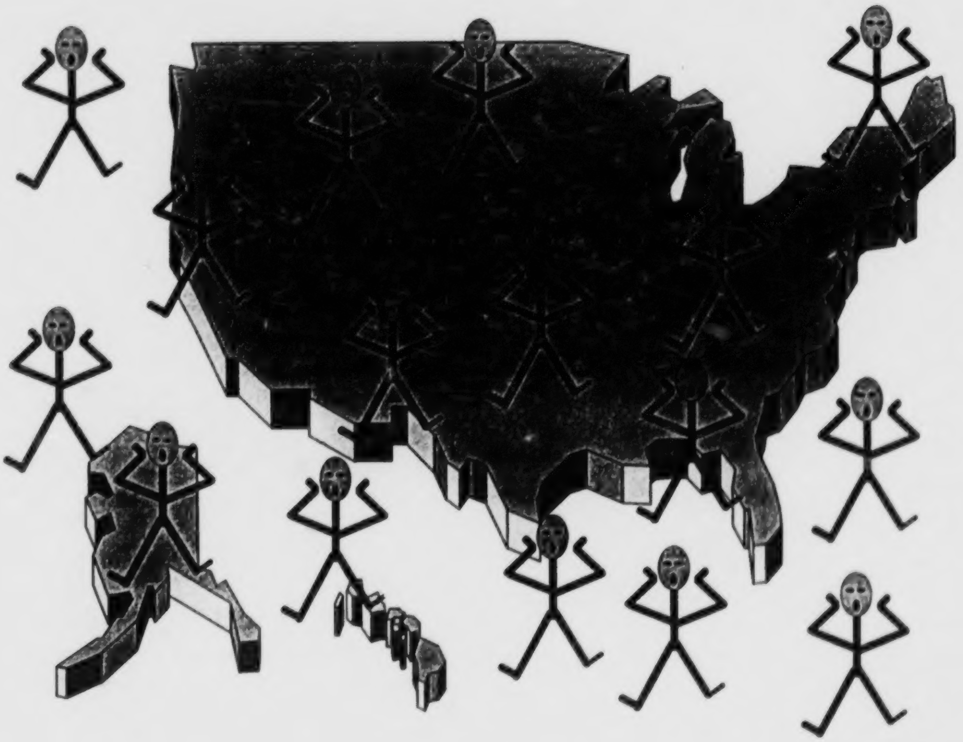
planning, monitoring progress, what kids can do, reflect abilities, guiding teaching, redesigning teaching, grouping

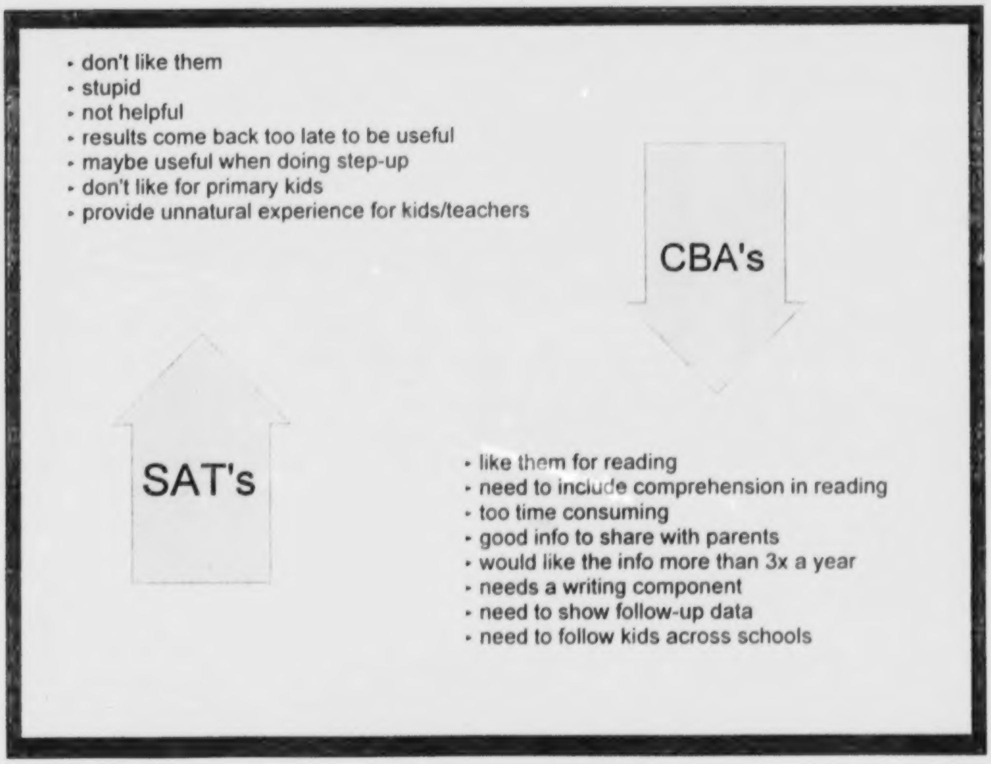
collective/comparative

identification for SPED & Chapter eligibility, finding ability level of each child, to figure out if kids are "low"

growth

teaching students about their own learning, showing and reflecting on student growth, monitor individual growth





- don't like them
- stupid
- not helpful
- results come back too late to be useful
- maybe useful when doing step-up
- don't like for primary kids
- provide unnatural experience for kids/teachers

CBA's

SAT's

- like them for reading
- need to include comprehension in reading
- too time consuming
- good info to share with parents
- would like the info more than 3x a year
- needs a writing component
- need to show follow-up data
- need to follow kids across schools

STUDENT ASSESSMENT

We like...

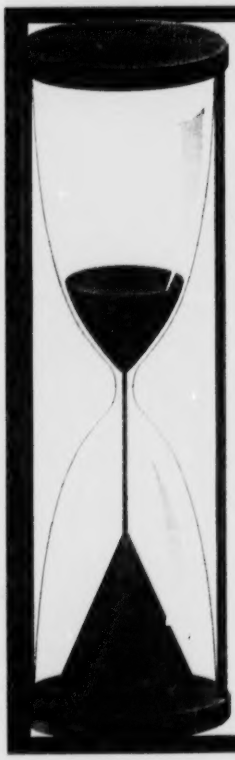
- to compare kids to themselves
- to have kids reflect on own progress and learning
- to use rubrics for goal setting
- to teach assessment using rubrics
- to use portfolios

We want...

- to not have strategies dictated to us
- to use portfolios but need help
- to develop rubrics but need help

We need...

- more consistent ways of documenting learning/progress
- to compare kids using the same tools
- a simple assessment system or series of system
- child-centered forms of assessment, kids must be involved
- to use assessment tools in the same way
- experiential assessment techniques which include self, peer and teacher evaluation
- maybe 5 assessment tools instead of 150



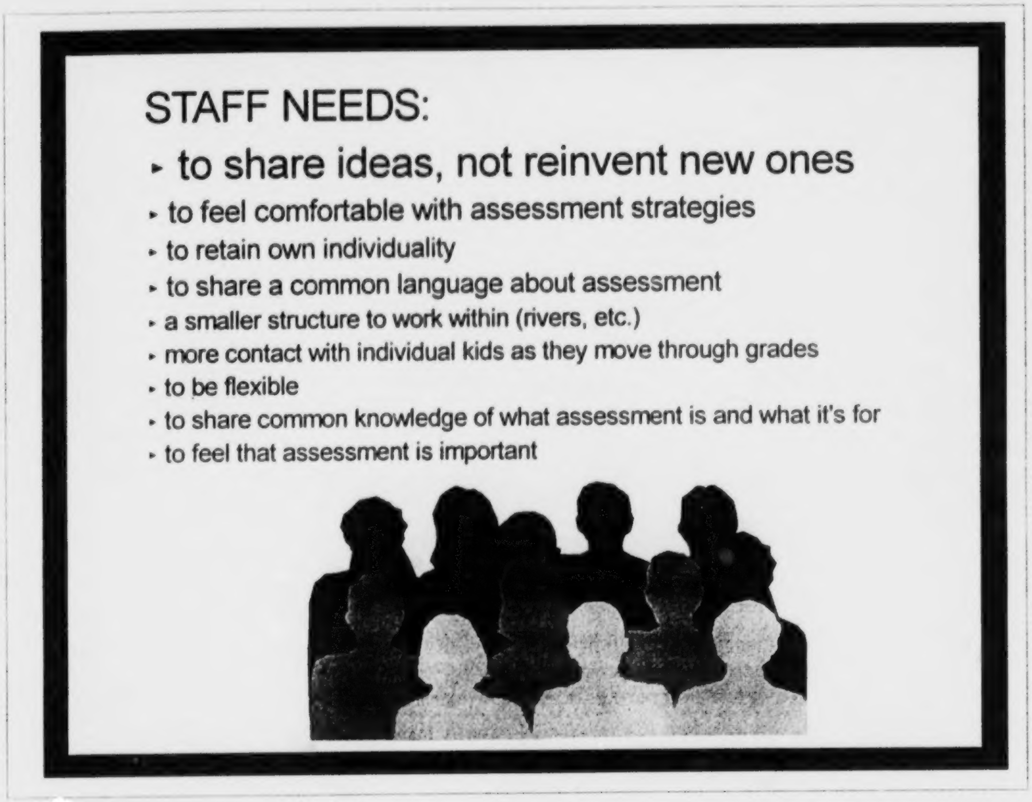
CONCERNS

No time for...

- documentation
- sharing information with kids, parents, each other
- weekly individual assessment
- conferencing one on one with kids
- doing probes

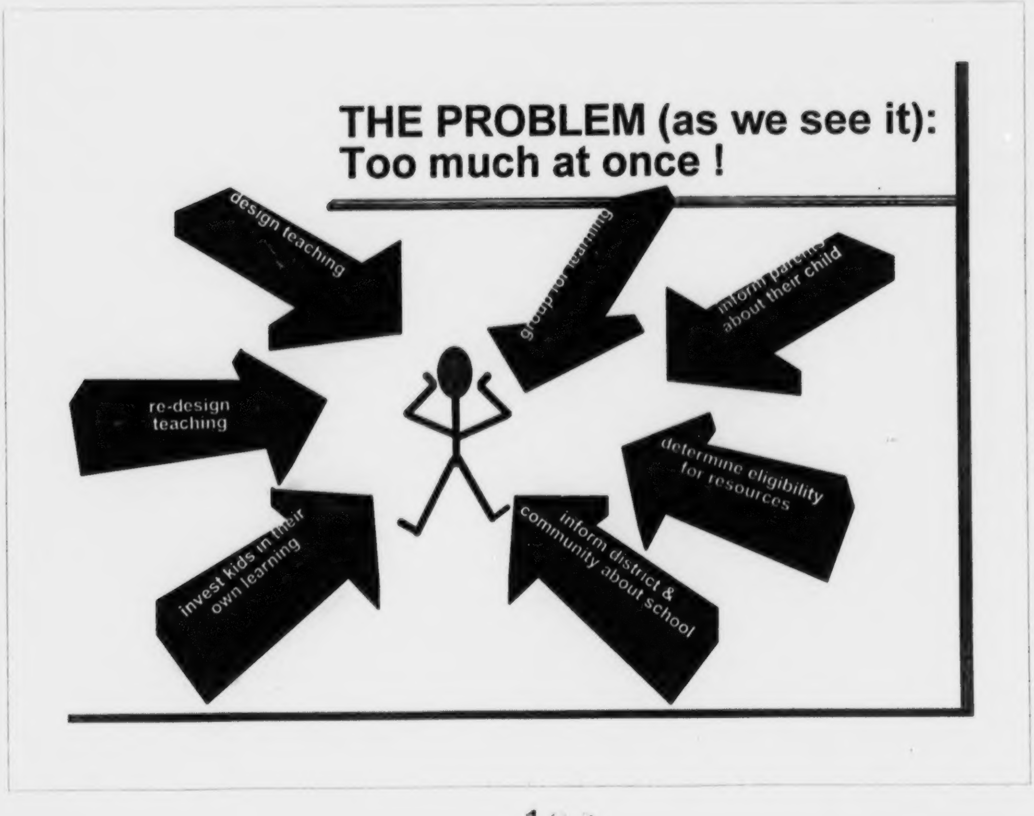
One size does not fit all...

- chapter 1 services do not meet individual needs
- scope and sequence approaches don't work for all kids
- assessment should drive instruction
- flexibility in assessment should accommodate differences



STAFF NEEDS:

- to share ideas, not reinvent new ones
- to feel comfortable with assessment strategies
- to retain own individuality
- to share a common language about assessment
- a smaller structure to work within (rivers, etc.)
- more contact with individual kids as they move through grades
- to be flexible
- to share common knowledge of what assessment is and what it's for
- to feel that assessment is important



THE PROBLEM (as we see it): Too much at once !

design teaching

group for learning

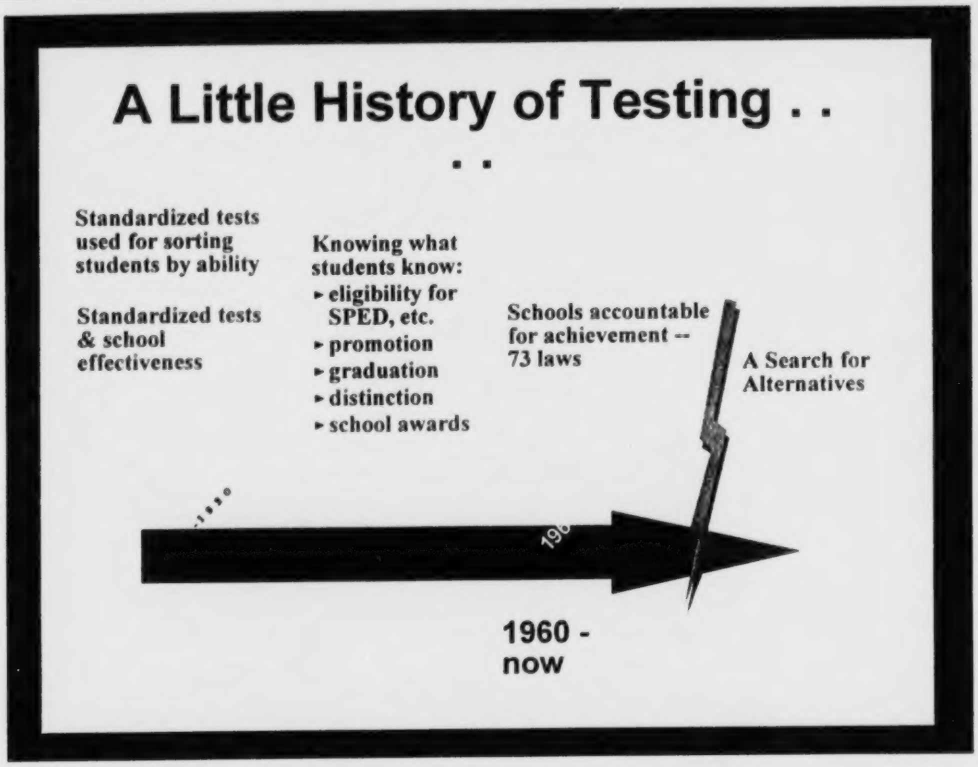
inform parents about their child

re-design teaching

determine eligibility for resources

invest kids in their own learning

inform district & community about school



A Little History of Testing . . . .

Standardized tests used for sorting students by ability

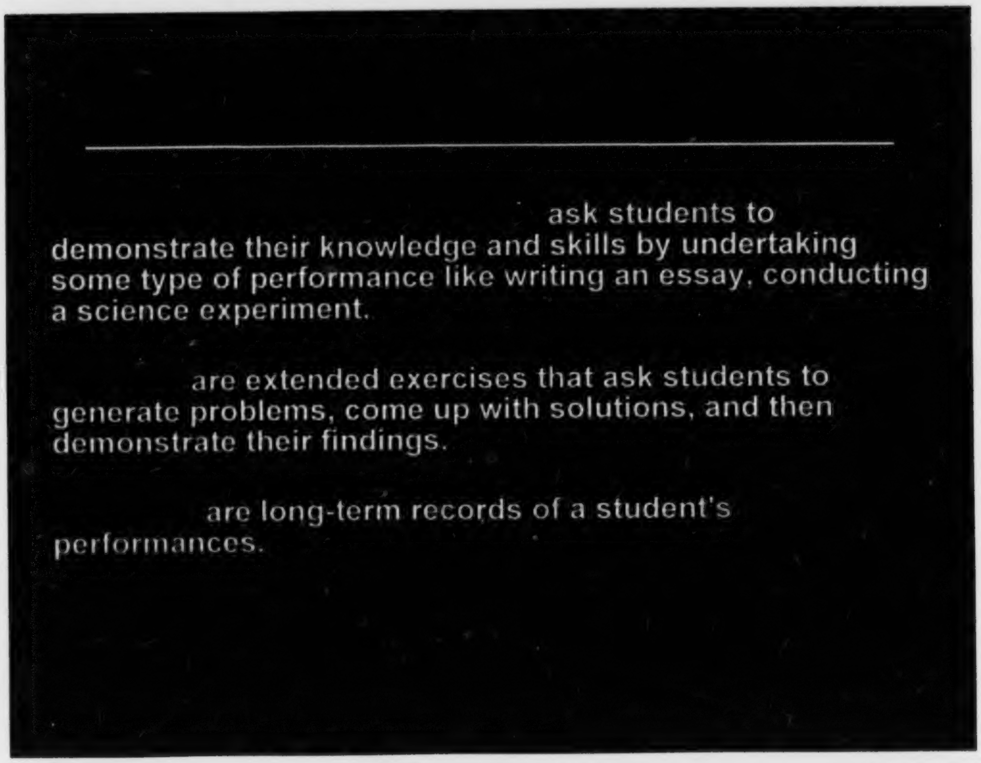
Standardized tests & school effectiveness

Knowing what students know:
- eligibility for SPED, etc.
- promotion
- graduation
- distinction
- school awards

Schools accountable for achievement -- 73 laws

A Search for Alternatives

1960 - now



ask students to demonstrate their knowledge and skills by undertaking some type of performance like writing an essay, conducting a science experiment.

are extended exercises that ask students to generate problems, come up with solutions, and then demonstrate their findings.

are long-term records of a student's performances.

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Authentic Assessment is...

...when you look it over a period of time, not a test given at one point in time.

...is connected to learning, within the learning, using the materials used in class.

I don't know, but plastic or fake assessment is also valuable

...tests kids with materials they are using for learning in a similar format and style.

...is assessing directly from the curriculum...the only fair way. Required tests can be useful. Use both.

relates to what kids are doing. Helps you teach & see where kids are and where they're going. "Heath" is not authentic

Authentic to whom? Teacher? Principal? Student? If we taught only what's authentic, we would be teaching only functional skills.

...refers to what kids DO to show that they have learned something

...is using authentic work -- tying it to portfolios

...means that you have information that would have inter-rater reliability. It is useful information. Gets confused with "valid" & "reliable".

...is using real world materials to demonstrate what the child knows & understands. Not do they get it, but how did they arrive. It's authentic if your assessment reveals strategies & processes.

and Authentic Assessment is...

...actual documents used to see what kids can do. Different for different kids. Should be geared to the individual's ability

...done on what's being taught in the classroom. Assess skills within authentic work.

...measuring what you're teaching & information about learning you planned

...assessing what you say you are assessing in a natural setting

...is testing on what is going on in the classroom. Kids getting credit for knowledge, look at the steps along the way to solutions.

...is a new buzz word -- something new to buy. There's room for both standardized and authentic. There's a need for subjective & objective data

... "different for everyone".

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What Makes Assessment OF Learning "Authentic" ???

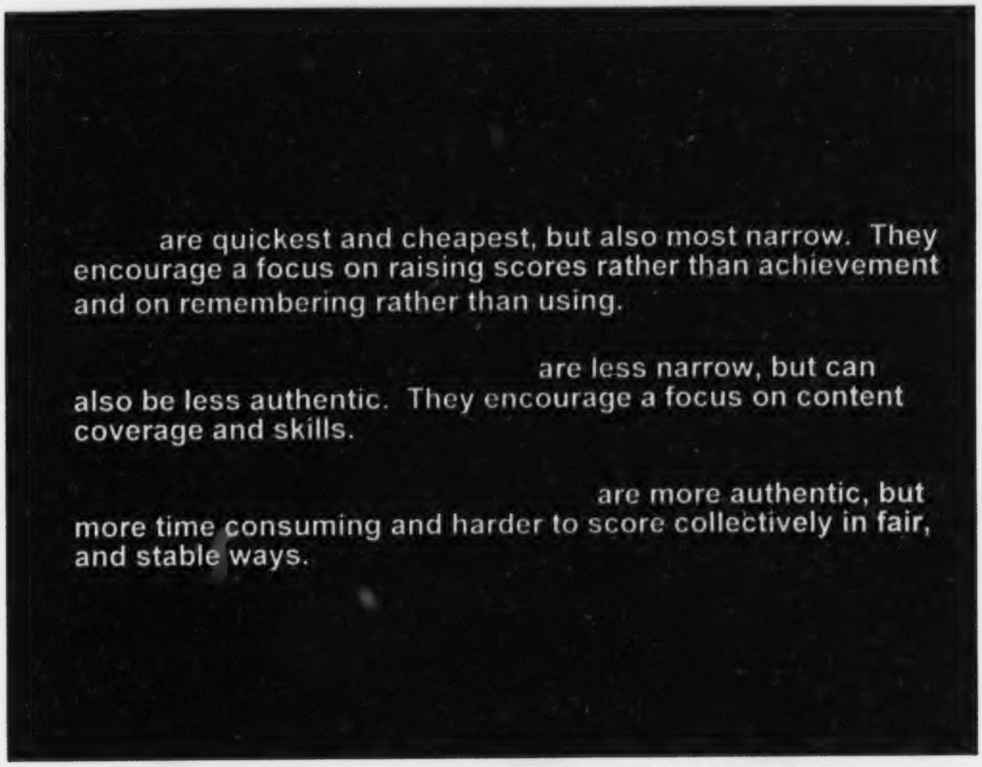
- ✓ *representative of performance in the field*
- ✓ *evaluate "essentials" of performance against well-articulated performance standards*
- ✓ *involves self assessment*
- ✓ *involves public presentation of work*

■ ● ▲ ●

"Authentic" assessment focuses student energies on. . .

. . . challenging, performance-oriented tasks that require analysis, integration of knowledge, and invention, as well as highly developed written and oral expression, rather than simply focusing on recall and recognition of facts.

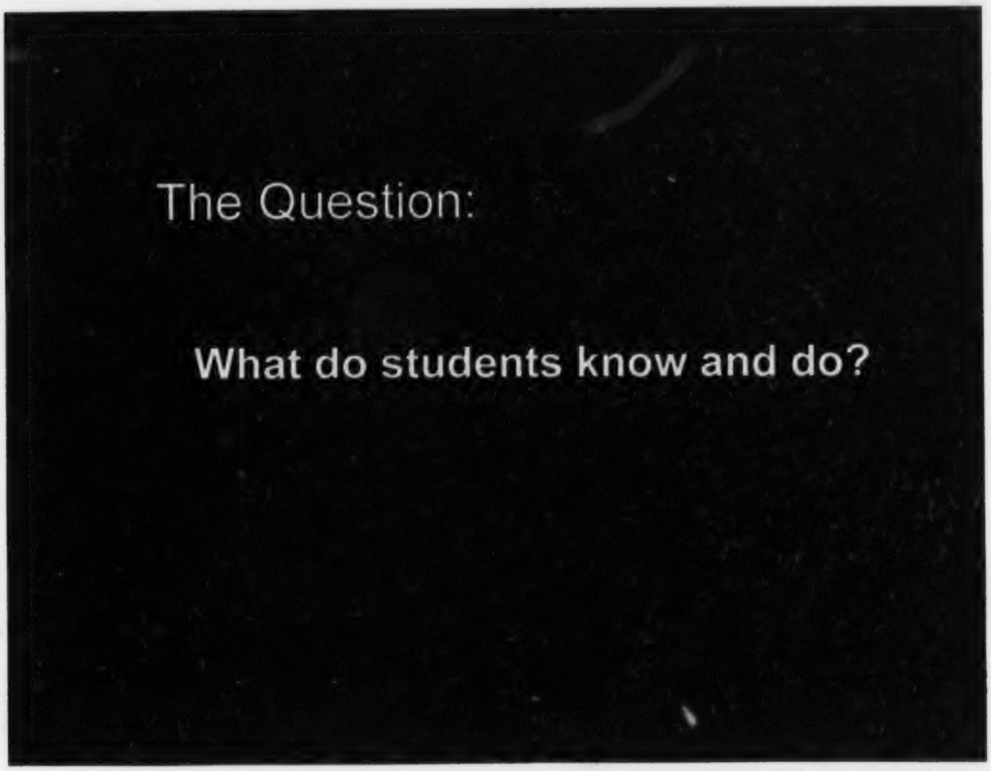
■ ● ▲ ●



are quickest and cheapest, but also most narrow. They encourage a focus on raising scores rather than achievement and on remembering rather than using.

are less narrow, but can also be less authentic. They encourage a focus on content coverage and skills.

are more authentic, but more time consuming and harder to score collectively in fair, and stable ways.



The Question:

What do students know and do?

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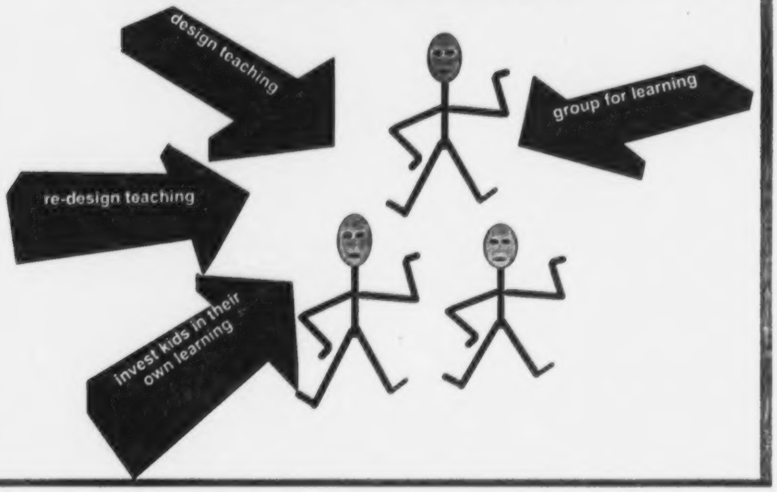
SO: make the task smaller (for awhile)

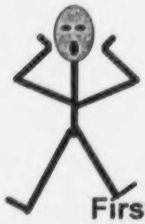


design teaching

group for learning

re-design teaching

invest kids in their own learning



So what to do ???

First: adopt & adapt a small number of tools that are *kid focused and tailored.*

- ✓ make sure one is basic skills oriented (e.g., CBA probes)
- ✓ make sure one is performance-oriented (e.g., one project/year)
- ✓ make sure one is cumulative (e.g., a specific number item portfolio

Second: develop systems and procedures that sample & summarize the kid-systems for program assessment.

Content Areas

Reading
- CBA's ✓✓✓✓✓✓✓✓
- Probes (HES's) ✓
- Heath probes
- Monthly probes ✓✓✓✓✓✓✓
- Notebook samples
- Modified Miscue Analysis
- Reading check list
- Monthly timed reading
- Fluency probes as needed ✓✓
- Individual reading graphs
- Maurice Clay Literacy test
- Yearly basic concept

Geography Social Studies
- Soc. St. projects
- Rubrics ✓✓✓✓✓
- Mind maps
- Daily oral geography ✓
- Key concepts

Language/Writing
- Daily oral language ✓✓
- Informal comprehension & written lang. ✓
- Writing
- Writing 4-5 X a year
- Writing samples as needed

4x2 %

+ Math
- CBA's ✓✓✓
- HES'S probes ✓
- Graphs for individuals
- Math probes
- Homework ✓✓
- Daily formal ✓ observation
- Fact timed tests
- Individual math file

Miscellaneous

- Art rubrics
- Homework
- Journals
- Anecdotal notes @ students ✓✓
- PE skills checklist
- Fluency probes in keyboarding ✓
- Probes for library skills ✓
- Music- informal observation
- Teacher generated random probes
- Informal noticing & noting of student ✓ learning styles
- informal assessment for groups
- Rubrics
- Checklists
- Oral presentations ✓✓✓
- Specific skill probes
- Diagnostic tests as needed

Science
- Rubrics ✓
- Key concepts
- Mind maps

Behavior & Self-management
- Daily record of behavior
- Self-manager checklist
- Social & emotional check
- Behavior color chart

Cat ☆

Spelling
- Homework
- Test weekly ✓✓
- Word lists
- Spelling
- Spelling at level check

Basic concepts ✓
- BOEHM tests
- Inform/formal assessment

What do you like to know about your student's learning?

- ★ That they are:
  - being challenged and working hard
  - adjusting socially
  - learning academic skills
  - keeping up
- ★ ...if there are problems
- ★ ...about their individual progress
- ★ ...**What** they are learning
- ★ ...so I can help at home
- ★ ...overall development

Are you getting that information?

- ★ Yes, because I'm around the staff all day.Yes
- ★ Yes, through parent conferences
- ★ Yes
- ★ Not always

What other information would you like?

- ★ More specific information on the report card. What do symbols mean?
- ★ Open communication with teachers and other school services
- ★ Is satisfied because she forces communication
- ★ More grades/graded work/tests and test scores. Better grading standards and criteria
- ★ Satisfied (3)
- ★ That child is not wasting time
- ★ Academic and social expectations for the year

What do you learn from report cards about your child's learning?

Not much or little. They are too subjective; very general. The symbols are meaningless and unclear, so I make assumptions about how my student is doing. (5)

The information is inaccurate.

Report cards don't identify problems.

Report cards tell me if my student is up to par on skills. They give me assurance of how my student is doing. (2)

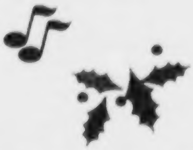
I already know how my student is doing. I don't need report cards.

What would you like more of?

more narrative
more information on social/behavioral issues
expectations for grade level
checklists
comments from teachers
feedback on social adjustment
traditional letter grades to give a clearer picture

Assessment Practices Mentioned by Parents

(to be sung to the tune of "The Twelve Days of Christmas")



SAT's

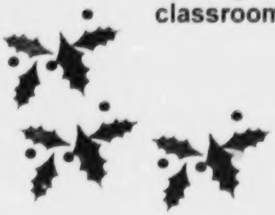
CBA's

spelling tests

testing
oral feedback
teachers go beyond testing
quiz probes
standardized tests
rubrics
reading tests
classroom tests

math tests

Boehm observation



checklists of:
- **reading skills (2)**
- **reading rates (1)**
- **math skills (2)**

What parents
said about:

CBA's

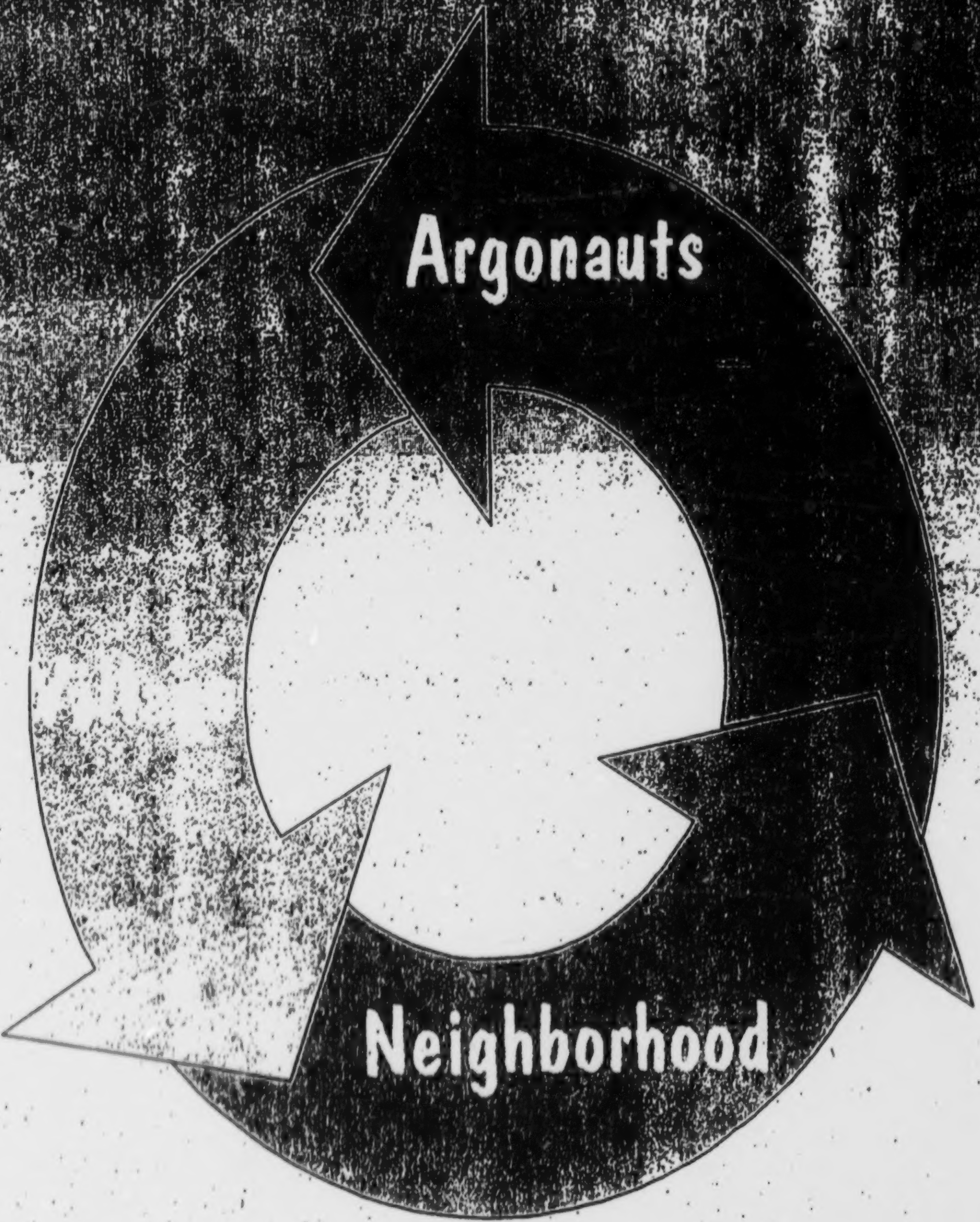
Two parents said they like them.
Great for a more realistic look to see where kids are.
Good tool for checking progress and grouping for math and reading.

SAT's

SAT's are not real life stuff, but are useful for comparison.
Okay for overall measurement, but scores not timely.
Not valuable. Kids fold under pressure.
Don't give realistic picture of kids' abilities.
Scores might come back to haunt kids.
Wants to see actual questions.
Shouldn't be a big deal.

5 parents had no comments.

The Great Workgroup Adventure


Argonauts
Neighborhood

Phase 3 (or 4 or ?)

SCHOOLS PROJECTS, FALL 1996

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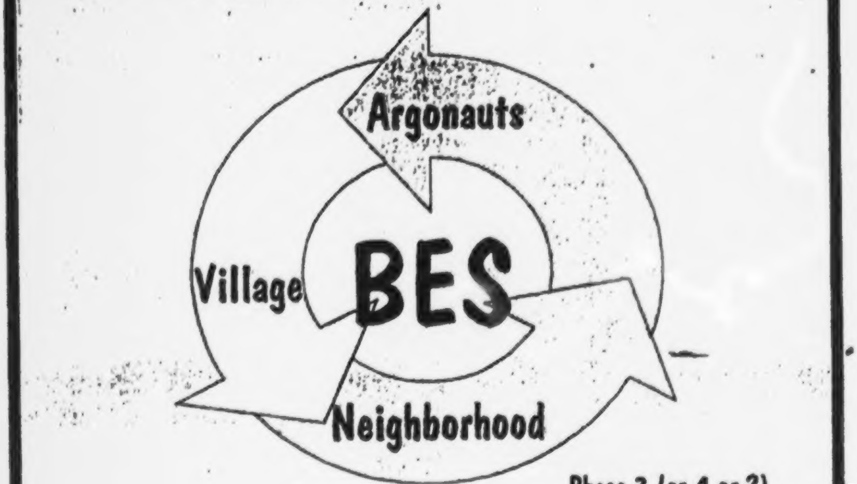
The Great Workgroup Adventure



Phase 3 (or 4 or ?)
SCHOOLS PROJECTS, FALL 1996

A
AGGRESSIVE
AMBITIOUS
ARGUMENTATIVE

C
CARING
CRAIS
COOPERATIVE
COOPERATIVE
CREATIVE
CREATIVE
COMPATIBLE
CAUSTIC IN A FRIENDLY WAY

D
DIVERSE
DIVERSE
DETERMINED
DEFINITE IDEAS

E
EASY
EXCITING
EXPERT
ENTHUSIASTIC
ENTHUSIASTIC
ENERGETIC
ENJOYMENT

F
FUN
FUN
FUNCTIONAL
FLEXIBLE
FLEXIBLES
FRUSTRATED
FAIRLY COHESIVE

G
GET-IT-DONE
GROUNDED
GOOD TEACHERS

H
HELPFUL
HARRIED
HESITANT
HONEST
HARDWORKING

I
INNOVATIVE
INTELLIGENT CREATIVENESS
INTELLIGENT
INSPIRED

J JOVIAL

K KID-CENTERED

L
LAUGHING
LAID BACK
LOTS OF VARIETY
LIVELY
LOTS OF TALENT

M MOTIVATED

N
NON-CONFORMIST
NOT SCARED OF DIFFERENCES

O
OPEN
OPINIONATED
OPINIONATED

P
PERSUASIVE
PROBLEM-SOLVERS
POWER STRUGGLES
PRODUCTIVE
PRACTICAL
PENSIVE

R
RESPECTFUL
RAUNCHY
RISKY

S
STRONG
STEADY
SILLY
SUPPORTIVE
SUPPORTIVE
STRONG-WILLED
STRONG-WILLED
SPIRITED
SELF-INITIATING
SCATTERED
SELF-DIRECTED

T
TRUSTING
THOUGHTFUL

U UNIQUE

V VERSATILE

W
WARM
WELL-MEANING

THE VILLAGE
THE ARGONAUTS
THE NEIGHBORHOOD

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WHO ARE WE???

well rounded

we have
different
expertise

different in our styles

MUSIC
vt
art appreciation

some are really
creative, not real
structured, yet they
get a lot of things
from their students

we are pretty informal

there are some
less strong
people in the
group

we're just
getting a
feel for
each other

we

everyone should have a
voice if they choose to

one person is
overpowering

there's a lot we could do if
we could get together

THE NEIGHBORHOOD

WHO ARE WE???

we are all competent
teachers; we listen well

strong personalities

we aren't
interested in
being clones

we all have strong beliefs
• about how we teach
•risk-taking
•mixing all ages of kids

social studies
science
history
writing
emotional stuff

OUR STRENGTHS AND ABILITIES ARE BROUGHT TOGETHER AND UTILIZED

we have a lot of "get up and
go", determination & patience
and a lot of strengths

working hard

we haven't fully developed
pulling together yet, but
we're having a good time

good communicators

willing to try new
things; we like to
push forward

a mix of styles: a couple have
global styles, others work with
details, outwards toward the
big picture

we all have very high
expectations

THE VILLAGE

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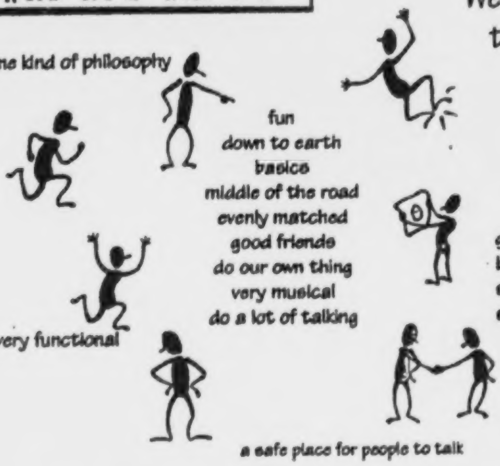
WHO ARE WE???

We work on the agenda that Lee gives us



same kind of philosophy

fun
down to earth
basics
middle of the road
evenly matched
good friends
do our own thing
very musical
do a lot of talking

very functional

goal seekers

creative brainstorming

getting to know each other; building a good foundation of safety and trust, working slowly and carefully

we are working so well together; it's easy to share ideas and talk about future plans

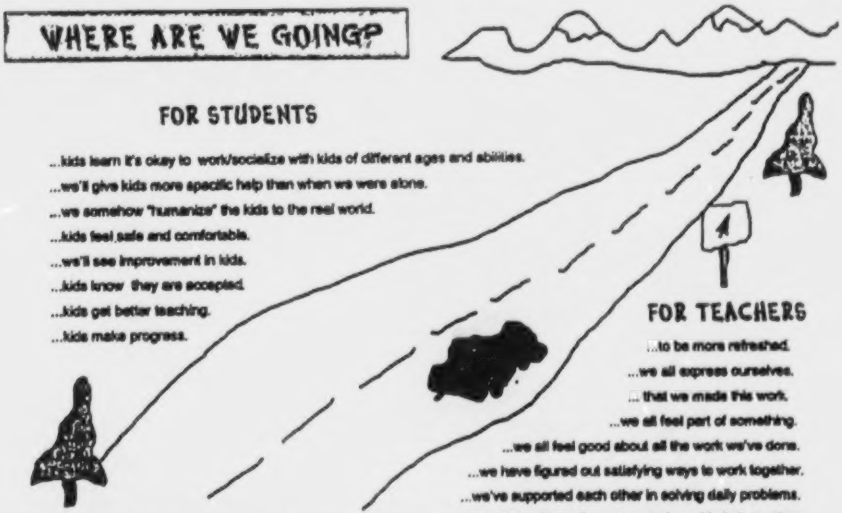
a safe place for people to talk

we all have different roles:
shopper, paperwork, note taker
food person (strawberry shortcake)...

not much mixed aged grouping

THE ARGONAUTS

WHERE ARE WE GOING?



FOR STUDENTS

...kids learn it's okay to work/socialize with kids of different ages and abilities.
...we'll give kids more specific help than when we were alone.
...we somehow "humanize" the kids to the real world.
...kids feel safe and comfortable.
...we'll see improvement in kids.
...kids know they are accepted.
...kids get better teaching.
...kids make progress.

FOR TEACHERS

...to be more refreshed.
...we all express ourselves.
... that we made this work.
...we all feel part of something.
...we all feel good about all the work we've done.
...we have figured out satisfying ways to work together.
...we've supported each other in solving daily problems.
... to get help in my weaker areas, and provide help to others.
...we still like each other; we're still meeting; no one has "bailed."

"WE'LL BE A COMMUNITY OF LEARNERS
WITHIN THE COMMUNITY OF
BOHEMIA ELEMENTARY SCHOOL."

THE VILLAGE

WHERE ARE WE GOING?

FOR TEACHERS

...do fun stuff as a group, feel comfortable cross planning with different people.

...more than group goals, just to know what I'm doing in my classroom.

...learn about the multiple intelligences and apply some at this level.

...some new ideas so we can get some themes going eventually.

...enough coordination so kids don't repeat stuff.

...do some fun, creative things with multi-age groups.

...feel comfortable with what we've done.

...be comfortable with each others' kids.

...all working together to benefit kids.

...some cooperative work.

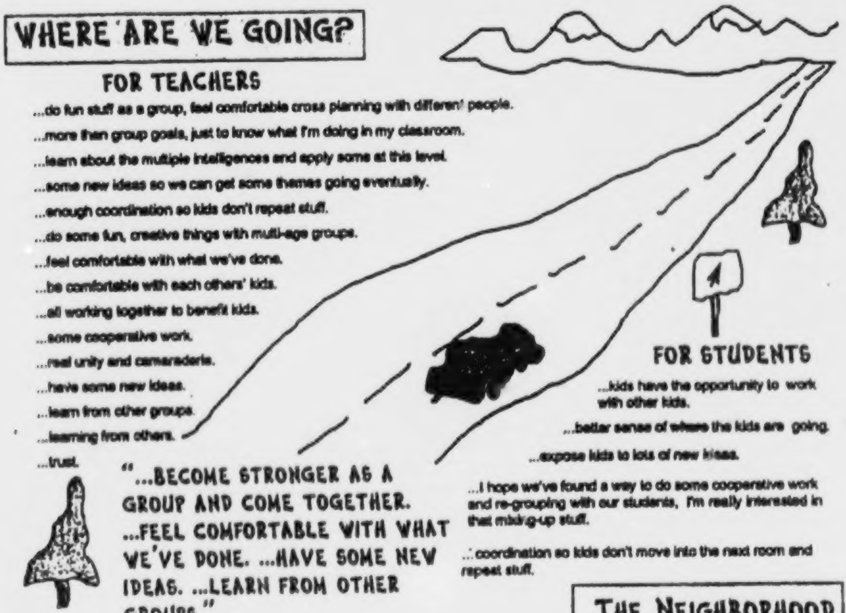
...real unity and camaraderie.

...have some new ideas.

...learn from other groups.

...learning from others.

...trust.



FOR STUDENTS

...kids have the opportunity to work with other kids.

...better sense of where the kids are going.

...expose kids to lots of new ideas.

"...BECOME STRONGER AS A GROUP AND COME TOGETHER. ...FEEL COMFORTABLE WITH WHAT WE'VE DONE. ...HAVE SOME NEW IDEAS. ...LEARN FROM OTHER GROUPS."

...I hope we've found a way to do some cooperative work and re-grouping with our students, I'm really interested in that mixing-up stuff.

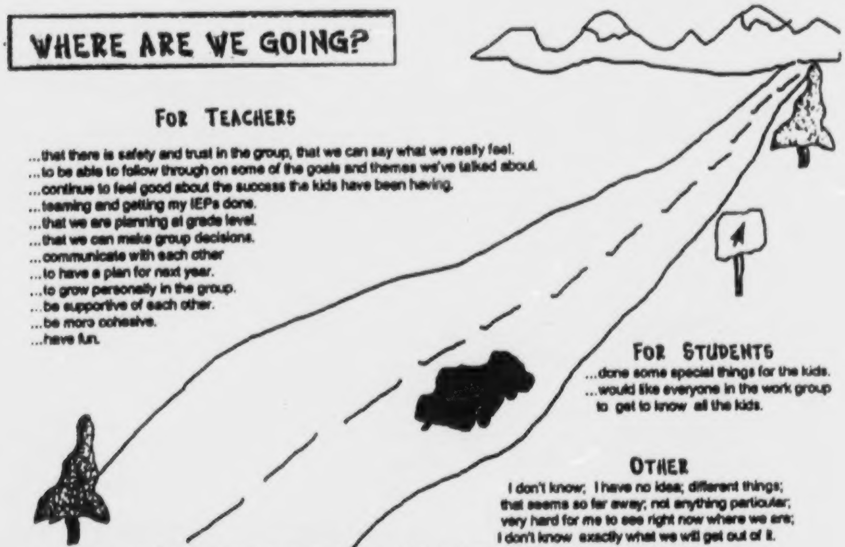
...coordination so kids don't move into the next room and repeat stuff.

THE NEIGHBORHOOD

WHERE ARE WE GOING?

FOR TEACHERS

...that there is safety and trust in the group, that we can say what we really feel.
...to be able to follow through on some of the goals and themes we've talked about.
...continue to feel good about the success the kids have been having.
...teaming and getting my IEPs done.
...that we are planning at grade level.
...that we can make group decisions.
...communicate with each other
...to have a plan for next year.
...to grow personally in the group.
...be supportive of each other.
...be more cohesive.
...have fun.



FOR STUDENTS

...done some special things for the kids.
...would like everyone in the work group to get to know all the kids.

OTHER

I don't know; I have no idea; different things; that seems so far away; not anything particular; very hard for me to see right now where we are; I don't know exactly what we will get out of it.

"...THAT WE'VE WORKED TOGETHER WELL AND RESPECTED EACH OTHER, INCLUDING OUR STRENGTHS AND WEAKNESSES."

THE ARGONAUTS

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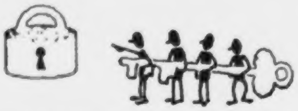
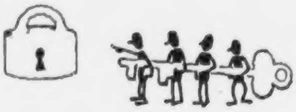
What does it mean to work together??



- Choosing our name helped us focus.
- Choosing MI helped pull us together.
- We all have kids at heart.
- We want to mix kids and adults.
- The reason we became a work group was to do more with MI.
- Our agenda now consists of what we come up with weekly on our blackboard.
- We all got together and made a list of things we'd like to do.
- We want to teach the social skills of being part of a group.
- We compromised. We brainstormed. We have common goals and common wants and needs.
- Our big picture is the use of our common time, to let kids read together, to let them soar.
- Our overall focus is working together, using everyone's abilities in a cooperative way.
- Understanding the range of grades 1-5 so we're more able to help the next grade levels.
- We have different perceptions of what we have to talk about.
- The teachers planned this focus last spring when we first started talking about forming these groups. . . I've been very hyped by their planning -- we are supporting them.

THE VILLAGE

What does it mean to work together??



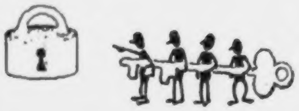
- Right now it is pretty gray.
- We've talked about focusing on the arts.
- We don't vote per se, we just take a round table discussion.
- We kind of planned for a project at Christmas, but not in particular.
- We definitely have an agenda, so I wouldn't say it was exactly informal.
- So far the group isn't feeling strongly about working together right now.
- We just take turns tossing ideas around and asking, "what do you think?"
- We want to do the group activities, but are more focused on what is happening in our rooms.

"Whatever business we have input into, they do that at the beginning so we can be freed up. If they are talking about curriculum, we don't really have anything to say about that. We don't have a direction yet, so I don't know what I would have a say in. When things do come up, we will certainly be happy to share our expertise. When I say curriculum planning, I mean lessons and stuff -- we just aren't familiar with that . ."

THE NEIGHBORHOOD

BEST COPY AVAILABLE

What does it mean to work together??



- Nice to have a team spirit.
- We are creating it as we go along.
- It is easy to share with the group.
- We are there to just hang out.
- The idea for teaming has been difficult.
- Overall, I am feeling very good about this.
- We come together as a group to solve problems.
- We try to help people with problems, give ideas.
- We are not functioning yet as a group, but as individuals.
- As a group we will decide if we want to change rules.
- Some are happier people now, just feel safe with the smaller group.
- We are trying to be loose and not have too many rules, we want to be more relaxed.
- We'll spend more time just knowing each other and learning to work in a group of adults. We all kind of fit in.

THE ARGONAUTS

LET'S NOT ! ! !

be unfocused

force each other to do stuff

alienate each other

be poor models of cooperation for the kids

worry

become isolated

do a poor job

ignore some parts of the curriculum

get competitive

get too exhausted

loose touch

be tense

WHAT IF . . . ?

we don't have enough time?

we have to do something
we don't want to do?

we don't agree?

?

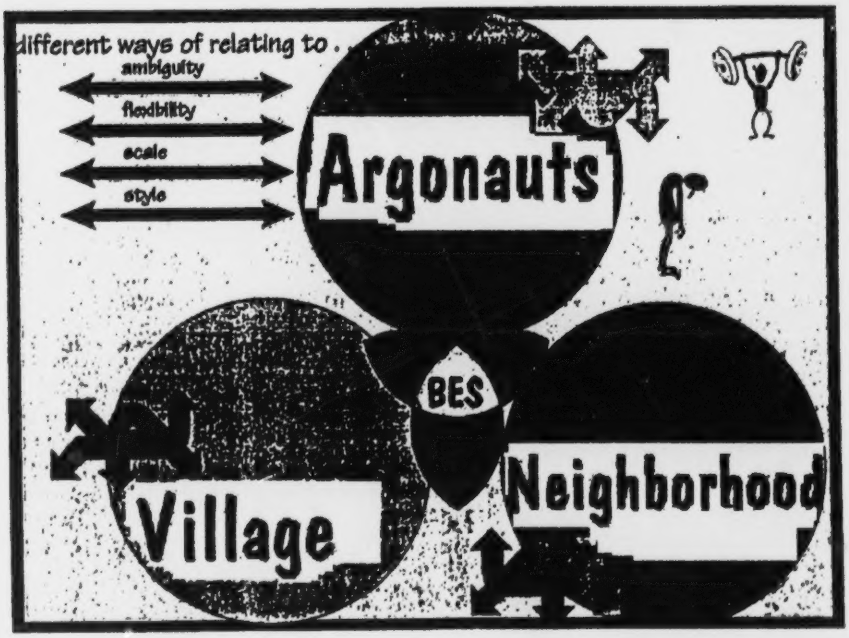
this is a lot harder to do?

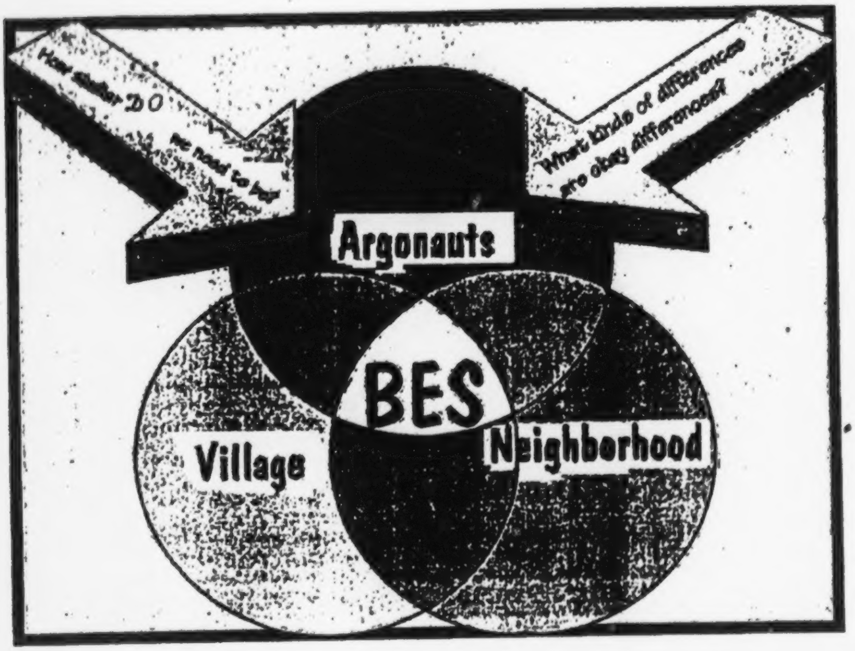
we have to do what
other groups do?

?

we decide it's too hard?

I have to spend time? (I don't like to.)


different ways of relating to . . .
ambiguity
flexibility
scale
style
Argonauts
BES
Village
Neighborhood


How similar DO we need to be?
What kinds of differences are okay differences?
Argonauts
BES
Village
Neighborhood

Date:
Location:
Time:

RSR SCHOOL "MAPS" OBSERVATION GUIDE

ENVIRONMENT

Arrangements: How are student desks arranged? What are the different areas? Stuff on walls? Teachers' workspaces?

Impression: find three adjectives or a metaphor.

INTERACTIONS AND RELATIONSHIPS: Capture with 3 adjectives or a metaphor. Illustrate with examples.

Teacher/Student Relations:

Role of Adults:

How everyone interacts with you:

What do you see that tells you something about...

CURRICULUM AND TEACHING

How is it organized? What are the activity structures? Is content integrated? How? What are students' roles?

What teaching techniques: How organized? Groups? Individual? What about student diversity?

STUDENT RULES AND EVALUATION

Write down the classroom rules/expectations/outcomes:

What do you see that tells you all the ways student learning is being evaluated?

RSR PARENT INTERVIEW GUIDE

Three adjectives describe what school is like this year.
- for everyone
- for you

Three issues facing the school?

Three things the school has accomplished last 3 years.

2 or 3 big agendas right now- what are people spending time on?

Characterize the teaching in the school- familiar, like when you were in school or are teachers and kids doing different stuff? How? Examples?

Do teachers/administrators support change, try new things?

Is Dorena a comfortable place for parents?

How would you describe your relationship with the school/participation in school activities?

Would you like to do more/less/ about the same? What? When? How?

What would make it easier? (childcare, transportation, other)

What do you think a family's role in the school should be?

Your vision for the school in 5 years, thinking optimistically.

RSR TEACHER INTERVIEW GUIDE

Three adjectives describe what school is like this year.
- for everyone
- for you

Three issues facing the school?

Three things the school has accomplished last 3 years.

2 or 3 big agendas right now- what are people spending time on?

Characterize faculty on continua:

traditional teaching ←→ using innovative strategies

not interested in change ←→ movers and shakers

Who do you seek out when you :
- have a question about teaching?
- want to share something exciting?
- need support or help with something hard?
- are planning some new curriculum or instruction?

Your vision for the school in 5 years, thinking optimistically.

ASSESSMENT MAP

School: **Room/Teacher:**	**Date:** **Interviewer:**
Approach to Assessment: initial planning documenting learning re-planning	**Tools/Types forms:** grades scores samples rubrics ratings other
Purposes: where kids are: how they've changed YOU BOHEMIA	**Families:** what they want what they get what works best
Reading Language Arts	Social Studies
Math	Music PE Computers Spanish
Social/Emotional	Role Student Assessment

Timeline:

SEPT OCT NOV DEC JAN FEB MAR APRIL MAY JUNE

Uses of Information:

People who get/use:

EAs	kids
district	SPED
teacher	parents

Summarized:

Student Differential:

everyone?

each?

Incidental/hidden learning

Examples to collect:

Like/not current practices?

Bohemia agenda?

"authentic assessment" ?

Things you think of after this:

How comprehensive?

Characterization

Bohemia Parent Assessment Questionnaire

How many children do you have at Bohemia? How long have you been a parent here?

Are you involved in an;y school activities?

Can you think of three adjectives that describe what the school is like for you? For your child(ren)?

What do you know about how your student is learning?

What kinds of assessments are used?

How are results reported to you, your student?

What kind of information do you get that tells you how your kid is doing?

How often?

How do you get it?

What do you learn from report cards about your student's learning/progress?

What do you like to know about your student's learning?

Are you receiving that information?

What would you like that you aren't getting?

Standardized tests, CBAs probe question

What does your student understand about his progess is measured?

Does he participate in the process?

Does he feel good about how he's doing?

Does he do student led conferences?

schools\fnotes\boh95\sur

Bohemia Elementary School

Educator Survey - Winter 1996

Thank you for taking the time to complete our survey. Your opinions and ideas will help us to work together to improve our school.

Section 1: The school community

1. **Overall impressions:** *Finish the sentences below with the 3 - 5 words (or phrases) from the box which best describe your answer. You may use the same words as often as you like. If none of the words are right for you - use your own words.*

Note: *To save time you can write the numbers of the words or phrases you choose.*

The things I like most about Bohemia are......

The most important things for children are....

Our highest priorities should be ....

1) perseverance
2) cooperation
3) learning
4) order
5) energy
6) control
7) challenge
8) care
9) kindness
10) questioning
11) fairness
12) play
13) safety
14) creativity
15) commitment
16) knowledge
17) competition
18) welcome
19) success
20) math
21) collaboration
22) community
23) discipline
24) fun
25) funding
26) teaching
27) nothing
28) reading
29) respect
30) understanding
31) learning-another-language
32) getting-along-with-others
33) opportunities-for-all-kids
34) parent-teacher-cooperation
35) extending-kids-talents
36) everyday-life-skills
37) Oregon-Goals-2000
38) trying-new-things
39) problem-solving
40) standards-of-behavior

The areas I would like us to do better in are ....

The things we do best are....

I think too much emphasis is placed on .....

Essential things for kids to learn are ....

In your own words tell us what you think are the most important things for students to take with them when they graduate from Bohemia Elementary School....

----

mmunication and Information: *(Check one box for each item)*

that	Never	Some-times	Usually	Always	This does not apply to me
If I have a problem at school I am able to talk to another staff member about it.	☐	☐	☐	☐	☐
• If I have a problem at school I can take it to my workgroup	☐	☐	☐	☐	☐
• Administrators & educators communicate well at Bohemia.	☐	☐	☐	☐	☐
• I know about the curriculum in other classes at my grade level.	☐	☐	☐	☐	☐
Teachers give parents the information they need about their child's progress.	☐	☐	☐	☐	☐
• I communicate with the site committee about school issues.	☐	☐	☐	☐	☐
• I provide clear information to parents about homework	☐	☐	☐	☐	☐
• General & special educators communicate well at Bohemia.	☐	☐	☐	☐	☐
• Children find me easy to approach for information.	☐	☐	☐	☐	☐
• I am about well informed about school events.	☐	☐	☐	☐	☐

ticipation - Working together: *(Check one box for each item that best describes your interest or involvement)*

of the ways educators & parents can together are ..	I'm not interested in working with parents/staff in this area	I'm not interested but other staff should have the opportunity	I would like to do this	I do this sometimes	I do this often
• in classroom programs e.g. reading, projects.	☐	☐	☐	☐	☐
• site committee	☐	☐	☐	☐	☐
• curriculum planning discussions	☐	☐	☐	☐	☐
ield trips, school sport, school camps & other activities	☐	☐	☐	☐	☐
other i.e.	☐	☐	☐	☐	☐
of the ways staff can work together					
• grade level meetings	☐	☐	☐	☐	☐
• team teaching	☐	☐	☐	☐	☐
• workgroup meetings	☐	☐	☐	☐	☐
• site committee	☐	☐	☐	☐	☐
• general education/special education teams	☐	☐	☐	☐	☐
• curriculum planning meetings	☐	☐	☐	☐	☐
• informal meetings	☐	☐	☐	☐	☐
other i.e.	☐	☐	☐	☐	☐

Anything else you want us to know?

Section 2: Teaching & learning

In this section you have five choices for each response. Rate each of the statements ...

- # 1 - if you are **PLEASED** i.e. *"You really like the way the school does this."*
- # 2 - if you are **SATISFIED** i.e. *"You think the school is just OK here."*
- # 3 - if you are **CONCERNED** i.e. *"You think there are problems here."*
- # 4 - if you are **VERY CONCERNED** i.e. *"You think the school doesn't do this well, & that there are serious problems here."*
- # 5 - if you are not sure what to answer, or if the statement doesn't apply to you or your experience.

1 At Bohemia children are learning

a) to become readers, and lovers of books # ....
b) about their local community and history, and the world around them # ....
c) to become problem solvers # ....
d) basic reading skills # ....
e) how to work together with one another # ....
f) to understand math and to use math in their daily lives # ....
g) to be creative # ....
h) about health and well-being # ....
i) to write well and in different ways # ....
j) about computers and the place of technology in our lives # ....
k) to understand and respect one another # ....

l) other i.e. .... #.......

- I would like support or professional development in this area

☐ YES ☐ NO

- I would like to collaborate with colleagues on peer support in this area

☐ YES ☐ NO

- I am particularly interested in ...

....

2 Creating a successful learning environment for students

a) School rules and expectations for appropriate behavior are clear to students, teachers and parents # ....
b) Teachers make learning fun, interesting and active for students # ....
c) In general students are interested in learning # ....
d) Classes provide a disciplined learning environment # ....
e) Children are taught to work cooperatively with other students # ....
f) Children get the support they need to be successful # ....
g) Teachers deal effectively, fairly, safely, and respectfully with children when there are problems # ....
h) The atmosphere in classrooms is pleasant encouraging and warm # ....
i) Teachers tailor learning to children's individual talents, aptitudes and needs # ...
j) Children are challenged to do their best in school # ....
k) The atmosphere in the hallways, lunch areas and playgrounds is energetic, encouraging and cooperative # ....

l) Other i.e. .... #.......

- I would like support or professional development in this area

☐ YES ☐ NO

- I would like to collaborate with colleagues on peer support in this area

☐ YES ☐ NO

- I am particularly interested in ...

....

3 Student assessment & program evaluation

a) Report cards give a good idea of children's work over the term # ....
b) Students are taught to assess their own learning # ....
c) Student led conferences are a good way for parents, teachers and students to review learning together # ....
d) Assessment practices at different grade levels are consistent # ....
e) Student portfolios (comparative samples of each child's work over the term) are a good way to review student's progress # ....
f) Parents have a good picture of the overall programs & approaches at Bohemia # ...

g) Other i.e. .... #.......

- I would like support or professional development in this area

☐ YES ☐ NO

- I would like to collaborate with colleagues on peer support in this area

☐ YES ☐ NO

- I am particularly interested in ...

....

Section 3: Opportunities for Bohemia

What other ways could parents, and educators help out at the school and/or work with the Site Committee?

What local resources or people we are not already using could help our school?

If you had 3 wishes what would you wish for Bohemia Elementary School

In conclusion, tell us about yourself

Draw a line through the phrases which are NOT true for you.

I have lived in Cottage Grove for more than 5 years.
When I was a child I loved school. I attended school in Oregon.
I do not live in Cottage Grove.
I have worked as an educator for less than 3 years.
When I was a child I was unhappy at school. I work in more than 4 classrooms.
We speak mainly Spanish at home? I work in more than 1 classroom.
I have lived in Cottage Grove for less than 2 years.
I work part-time. I work in a multi-age classroom.
We speak mainly English at home. I have school-age kids at home,
I have worked in education for more than 10 years..
We speak both English & Spanish at home.

Tell us about your talents and skills as an educator.

I spend most of my time at school as ...
(circle one role)

- a teacher
- an educational assistant
- an administrator
- a special educator

As an educator I ....

ow many of the children you work ith are ...

>Girls # .... Boys # ....
>Identified for special education assistance and have an IEP? # ......
>On the Title 1, "Extra Classroom help", HOTS, and/or BOOST Programs? # ....

Estimate the % of the children you work with who find school stressful? ....%

Why?

Bohemia Elementary School
Parent Survey - Winter 1996

Thank you for taking the time to complete our survey. Your opinions and ideas will help us to work together to improve our school.

Section 1: The school community

1. **Overall impressions:** *Finish the sentences below with the 3 - 5 words (or phrases) from the box which best describe your answer. You may use the same words as often as you like. If none of the words are right for you - use your own words.*

Note: *To save time you can write the numbers of the words or phrases you choose.*

The things I like most about Bohemia are......

The most important things for children are....

Our highest priorities should be ....

1) perseverance
2) cooperation
3) learning
4) order
5) energy
6) control
7) challenge
8) care
9) kindness
10) questioning
11) fairness
12) play
13) safety
14) creativity
15) commitment
16) knowledge
17) competition
18) welcome
19) success
20) math
21) collaboration
22) community
23) discipline
24) fun
25) funding
26) teaching
27) nothing
28) reading
29) respect
30) understanding
31) learning-another-language
32) getting-along-with-others
33) opportunities-for-all-kids
34) parent-teacher-cooperation
35) extending-kids-talents
36) everyday-life-skills
37) Oregon-Goals-2000
38) trying-new-things
39) problem-solving
40) standards-of-behavior

The areas I would like us to do better in are ....

The things we do best are....

I think too much emphasis is placed on .....

Essential things for kids to learn are ....

In your own words tell us what you think are the most important things for students to take with them when they graduate from Bohemia Elementary School....

Communication and Information:

I feel that ...... *(Check one box for each item)*

	Never	Some-times	Usually	Always
• If I have a problem with school I am able to talk to a teacher about it.	☐	☐	☐	☐
• It is easy to make contact with the administrators at Bohemia.	☐	☐	☐	☐
• I know what is going on in my child's (children's) classrooms	☐	☐	☐	☐
• I get all the information I need when I discuss my child's progress with the teachers.	☐	☐	☐	☐
• I read all the information that comes to our home from my child's teachers.	☐	☐	☐	☐
• I would like to know more about my child's learning and progress	☐	☐	☐	☐
• I know what to do to help with homework	☐	☐	☐	☐
• I am well informed about school events	☐	☐	☐	☐
• The information that is sent home from the office is useful	☐	☐	☐	☐

articipation - Working together:

Some of the ways parents can be involved are .. (*Check the box that describes your interest or involvement)*	I'm not interested in this	I'm not interested but other parents should have the opportunity	I would like to do this	I do this sometimes	I do this often
• helping in classrooms e.g. reading, projects.	☐	☐	☐	☐	☐
• site committee	☐	☐	☐	☐	☐
• curriculum planning discussions	☐	☐	☐	☐	☐
• field trips	☐	☐	☐	☐	☐
• P.T.A.	☐	☐	☐	☐	☐
• school sport	☐	☐	☐	☐	☐
• school camps and other activities	☐	☐	☐	☐	☐
• fundraising	☐	☐	☐	☐	☐
• visiting their children's classrooms	☐	☐	☐	☐	☐
• other i.e. ______________________________	☐	☐	☐	☐	☐

Anything else you want us to know?

Section 2: Teaching & learning

In this section you have five choices for each response. Rate each of the statements ...

# 1 - if you are **PLEASED** i.e. *"You really like the way the school does this."*
# 2 - if you are **SATISFIED** i.e. *"You think the school is just OK here."*
# 3 - if you are **CONCERNED** i.e. *"You think there are problems here."*
# 4 - if you are **VERY CONCERNED** i.e. *"You think the school doesn't do this well, & that there are serious problems here."*
# 5 - **if you are not sure what to answer, or if the statement doesn't apply to you or your experience.**

At Bohemia children are learning

a) to become readers, and lovers of books # ....
b) about their local community, and history and the world around them # ....
c) to become problem solvers # ....
d) basic reading skills # ....
e) how to work together with one another # ....
f) to understand math and to use math in their daily lives # ....
g) to be creative # ....
h) about health and well-being # ....
i) to write well and in different ways # ....
j) about computers and the place of technology in our lives # ....
k) to understand and respect one another # ....

l) other i.e. .... #.......

- I would like to know more about teaching & learning.

☐ YES ☐ NO

- I would like to learn more about how parents can help their children with learning.

☐ YES ☐ NO

- I am particularly interested in ...

....

Creating a successful learning environment for students

a) School rules and expectations for appropriate behavior are clear to students, teachers and parents # ....
b) Teachers make learning fun, interesting and active for students # ....
c) In general students are interested in learning # ....
d) Classes provide a disciplined learning environment # ....
e) Children are taught to work cooperatively with other students # ....
f) Children get the support they need to be successful # ....
g) Teachers deal effectively, fairly, safely, and respectfully with children when there are problems # ....
h) The atmosphere in classrooms is pleasant encouraging and warm # ....
i) Teachers tailor learning to children's individual talents, aptitudes and needs # ....
j) Children are challenged to do their best in school # ....
k) The atmosphere in the hallways, lunch areas and playgrounds is energetic, encouraging and cooperative # ....

l) Other i.e. .... #.......

- I would like to learn more about how parents can help create conditions that support their children's learning.

☐ YES ☐ NO

- I am particularly interested in ...

....

3 Student assessment and program evaluation

a) Report cards give a good idea of children's work over the term # ....
b) Students are taught to assess their own learning # ....
c) Student led conferences are a good way for parents, teachers and students to review learning together # ....
d) Assessment practices at different grade levels are consistent # ....
e) Student portfolios (comparative samples of each child's work over the term) are a good way to review student's progress # ....
f) Parents have a good picture of the overall programs and approaches at Bohemia # ....

g) Other i.e. .... #.......

- I would like to know more about assessment.

☐ YES ☐ NO

- I am particularly interested in ...

....

LAN
the Future

Section 3: Opportunities for Bohemia

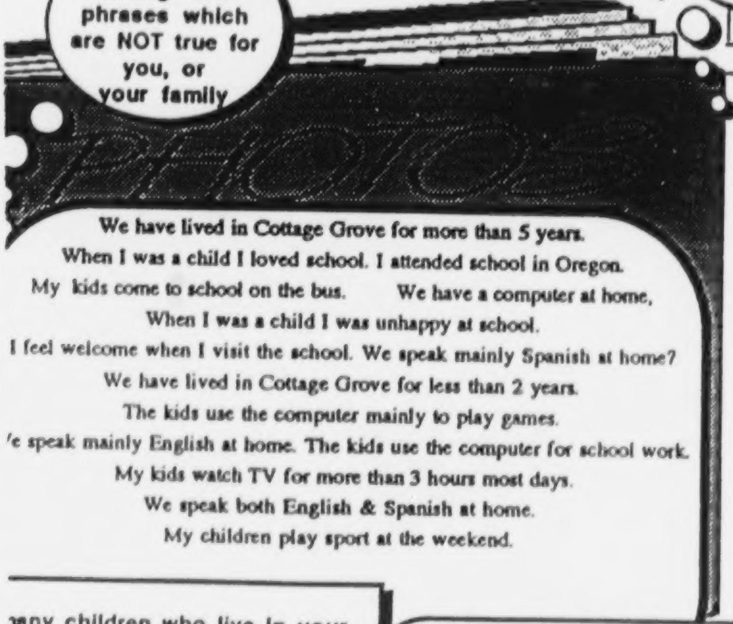
What other ways could parents help out at the school and/or work with the Site Committee?

What local resources or people we are not already using could help our school?

If you had 3 wishes what would you wish for Bohemia Elementary School

In conclusion, tell us about yourself & your family

Draw a line through the phrases which are NOT true for you, or your family



We have lived in Cottage Grove for more than 5 years.
When I was a child I loved school. I attended school in Oregon.
My kids come to school on the bus. We have a computer at home,
When I was a child I was unhappy at school.
I feel welcome when I visit the school. We speak mainly Spanish at home?
We have lived in Cottage Grove for less than 2 years.
The kids use the computer mainly to play games.
e speak mainly English at home. The kids use the computer for school work.
My kids watch TV for more than 3 hours most days.
We speak both English & Spanish at home.
My children play sport at the weekend.

Tell us about the special gifts & talents of your children?

Age	Gifts & talents

nany children who live in your
...
nd Bohemia Elementary School?
s # .... Boys # ....
eive special education assistance and
: an IEP? # ......
on the Title 1, "Extra Classroom help",
TS. and/or BOOST Programs? # ....

Do one or more of your children find school stressful? Why?

Teachers' folder (1)

Preparing the student surveys.

In order to match demographic information to student survey responses (AND protect confidentiality), we have provided space on the final page of the survey forms for coded student information. All that is required is that you place a number or colored dot in 3 to 5 boxes on each form, before distributing the survey forms to the students (See table below).

NOTE: the students will not put their names on their survey responses. We suggest that you distribute the survey forms with student names attached on *stickies* so that they can be removed.

⇒ **Box 1:** *Class ID #. This number which will not be related to grade level, will enable teachers to request a confidential summary of the responses from their classes, if they wish (see over). Individual classroom summaries will NOT be used for the school profile.*

⇒ **Box 2:** *Gender information.*

Dot color	Gender
red	girl
blue	boy

⇒ **Box 3:** *First language information.*

Dot color	First language
red	English
blue	Spanish
green	other

⇒ **Box 4:** *Student support or special program information:*

Dot color	Special program
red	If student has IEP
blue	If student has been identified for *Title I, HOTS or BOOST Programs*
green	If the student is considered to be in the TAG group
no dot	If the student is not in one of the above groups

⇒ **Box 5:** *Additional support to complete the survey:*

Dot color	Additional support
red	Assistance of peer-tutor
blue	Responses written by support person from student's verbal answers
green	Other
no dot	If student completes survey with class

Teachers' folder (2)

Administering the Student Survey

We suggest that in the students complete the survey as a class group. Overheads have been provided so that you can led the children through the 2 pages of the survey form question by question (This will help those students who cannot read the survey easily).

⇒ **Purpose for doing the survey:** Before beginning the survey discuss the purpose with the children, i.e. we wish them to tell us what they feel about school so that we can all work together to make the school better.

⇒ **Confidentiality:** Also discuss the reason for confidentiality with the children, i.e. so everyone gets a say and no-one has to worry about what others think of what they say. **Please explain to the children that they are not to put their names on the survey form, and that they are to remove the *stickie* with their name before handing the survey in.**

⇒ **Overheads:**

  ⇒ **Start the K-1 Survey form on Page 2:** Each question has a related symbol next to the text for easy identification from the overhead.

  ⇒ **Front page: Explain the drawing task to the children.** We suggest that a group of grade 4/5 students go around the class to ask the children to tell them what they have drawn, and then write key words on the drawings.

⇒ **Assistance:** For those students who cannot complete the form independently, assistance may be provided, either from a peer tutor or an adult. In most cases it would be better if the adult were not the teacher or educational aide who usually works with the student.

⇒ **Classroom summary:** Please provide us with the following classroom summary:

Class Summary

1. Class ID # ☐

# of students in Class		**Grade level/s**	
Category		**Group**	**#**
2. Gender		• girls	
		• boys	
3. First Language		• English	
		• Spanish	
		• other	
4. Student Support		• IEP	
		• Title 1 etc.	
		• Considered TAG	
5. Support to complete survey		• Peer tutor	
		• Writing responses for student	
		• other	
# of students in class who did not complete survey		• absent from school	
		• disability	
		• other	

⇒ **Classroom Profile:** If you wish to receive a confidential summary of the information from your class please complete the box below.

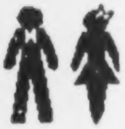
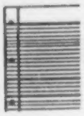
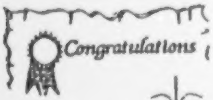
	Name	Signature
Please provide me with a summary of my class responses		

Bohemia Elementary School

Student Survey [2-5] - Winter 1996

Tell us what you think about school ...

	YES	NO
I have friends at school	√	⊗
School is a safe place to be.	√	⊗
Teachers help all the different kinds of kids in my room.	√	⊗
Other kids help you learn.	√	⊗
I am nice to other kids.	√	⊗
When there is a problem, or kids get into trouble, the school is fair.	√	⊗
Teachers care about kids.	√	⊗
I like working in teams and table groups.	√	⊗

	YES	NO
Most teachers listen to what I say.	√	⊗
Most other kids are nice to me.	√	⊗
 Sometimes my mom or dad helps out at school.	√	⊗
Students get along with teachers.	√	⊗
 My mom or dad helps with my homework.	√	⊗
Some kids are mean to me.	√	⊗
 Teachers are happy if kids do well.	√	⊗
My mom or dad talks to my teachers about school.	√	⊗
I could tell a new kid at least 3 of the school rules.	√	⊗

If I have a problem, and need help, I can talk to:

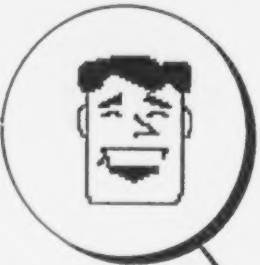
- a teacher.	√	⊗
- someone in the office.	√	⊗
- another kid.	√	⊗
- a counselor.	√	⊗

Do you have anything else to tell us?

Bohemia Elementary School

Student Survey [K-1] - Winter 1996

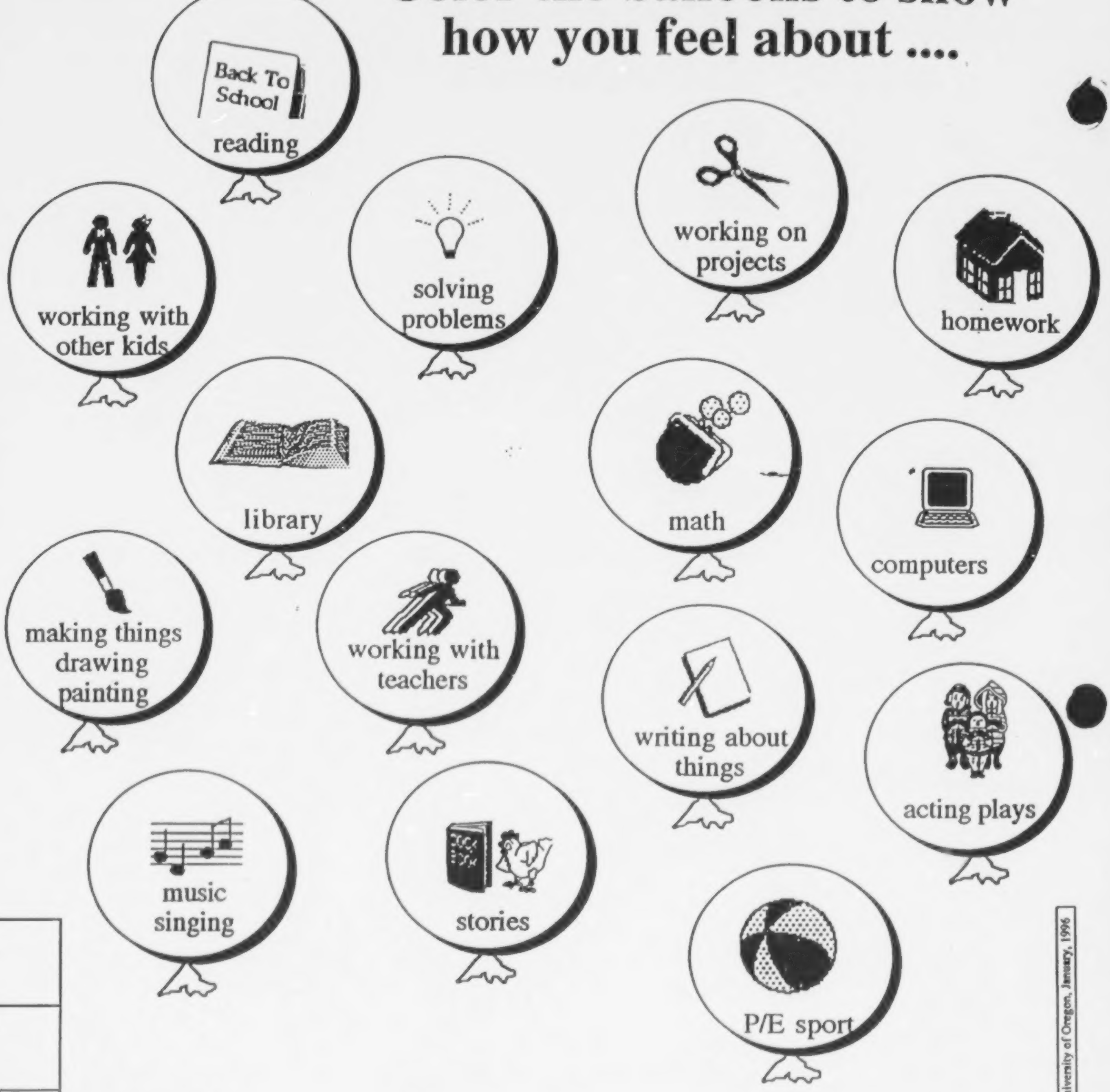
Tell us what you think about school ...



This is a picture of what I love the best about school.

This is a picture of what I don't like about school. .

Color the balloons to show how you feel about ....


Back To School
reading
working on projects
working with other kids
solving problems
homework
library
math
computers
making things drawing painting
working with teachers
writing about things
acting plays
music singing
stories
P/E sport

1	
2	
3	
4	
5	

It's great. I like it!

Green

It's OK!

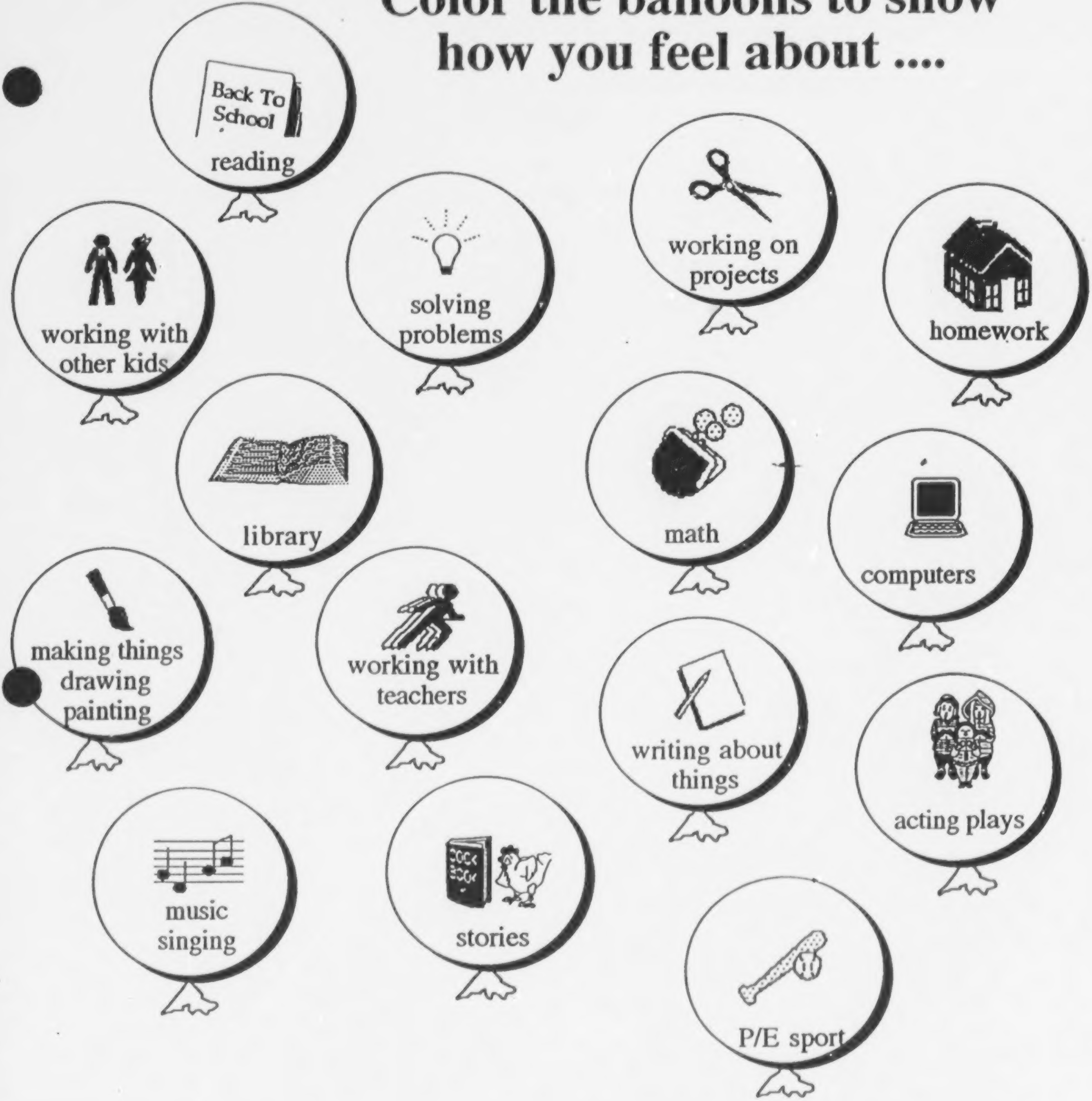
Yellow

I don't like it!

Red

Mary C Dalmau, Schools Projects, College of Education, University of Oregon, January, 1996

Color the balloons to show how you feel about ....


Back To School
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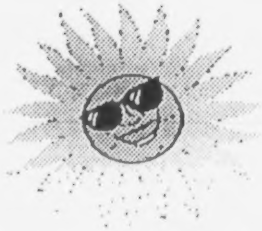


It's great. I like it!

Green

It's OK!

Yellow

I don't like it!

Red

Tell us about your favorite things...

Outside class - *Circle* 2

library

talking with grown-ups at school

playing with friends

Pitch In!

helping out, running errands

sport

eating lunch

talking with friends

computers

Assembly

running

Inside class - *Circle* 2

making things, art

computers

social studies

music

writing

working on my own stuff

library

reading

working in groups

1+1=

math

1

2

3

4

5

Mary C Dalmau, Schools Projects, College of Education, University of Oregon, January, 1996

Bohemia Teacher Work Group Interview

Describe your group.

Does your group have a task list?

When you get to next June, what do you hope to have accomplished in your group?

What are you looking forward to this year?

What worries you about your group or the structure of this year?

Three adjectives that describe your group.

We called 25 parents whose names were randomly chosen.

2 parents were never home when we called and didn't respond to messages we left.

12 parents either declined to be interviewed or cancelled the interview after it was scheduled.

11 parents (or couples) talked to us. These parents...

... have been parents at Latham for from 6 months to "many years."

...have from 1 to 3 children at Latham.

...represent 16 children in all grades, and some have older children who also attended Latham.

5 of the parents we talked to were dads.

How the students feel about school.

He loves school.

She's confident.

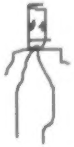
He's happy.

He's learning.

He's doing better.

School is a real good experience for him.

The kids really like their teachers.



Both kids like to come to school.

Words parents used to describe their experience with Latham:

wonderful school

nice school

small

friendly

safe

great

going real well

worthwhile experience

no problems

happy

caring

pleased

glad my kids go here

small progressive community

cohesive program

no discipline problems

real satisfied

teamwork

Latham is the best school in South Lane.

easy

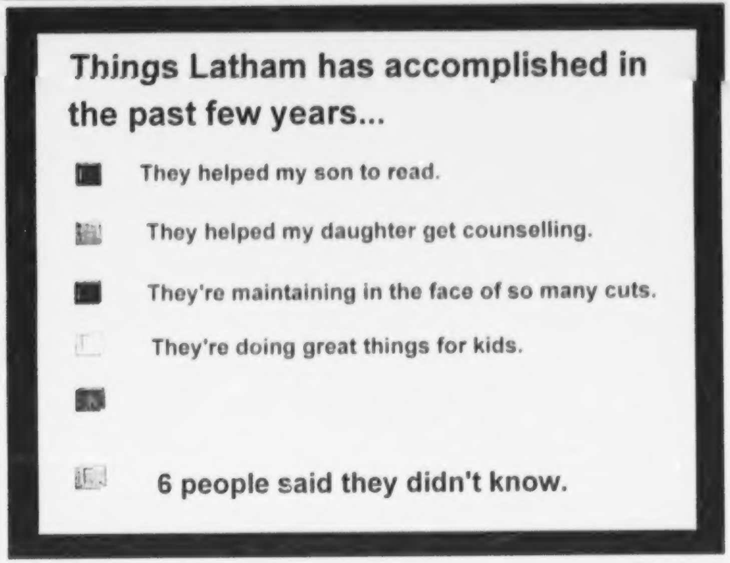
Everyone we talked to felt that the school is a welcoming place.

Can you think of 3 issues facing the school?:

- class size
- not enough EAs in the classroom
- money (3)
- so many dysfunctional families and kids
- too many days off
- CIM/CAM (kids aren't learning anything)
- teachers have too much paper work to do, and discipline and not enough time to teach
- dont' know (6)

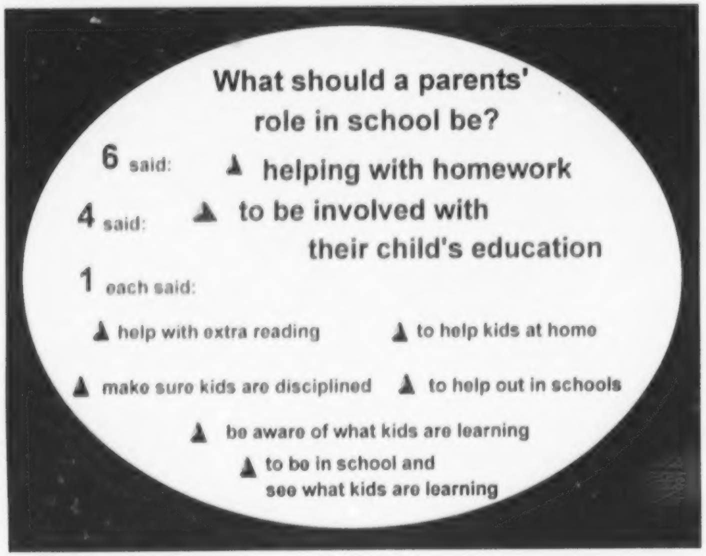
Can you think of 2 or 3 things that the site council/staff are working on?

- trying to improve the library, computers
- don't know (6)
- education based outcomes
- striving to keep standards high



Things Latham has accomplished in the past few years...

- They helped my son to read.
- They helped my daughter get counselling.
- They're maintaining in the face of so many cuts.
- They're doing great things for kids.
-
- 6 people said they didn't know.



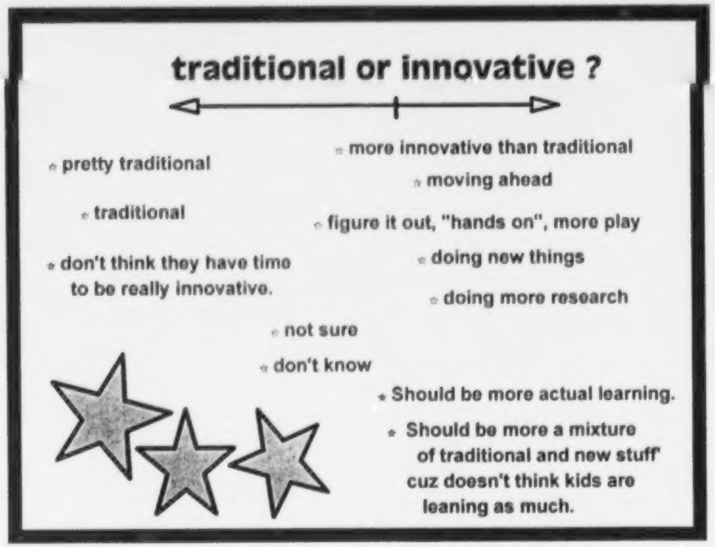
What should a parents' role in school be?

6 said: ▲ helping with homework

4 said: ▲ to be involved with their child's education

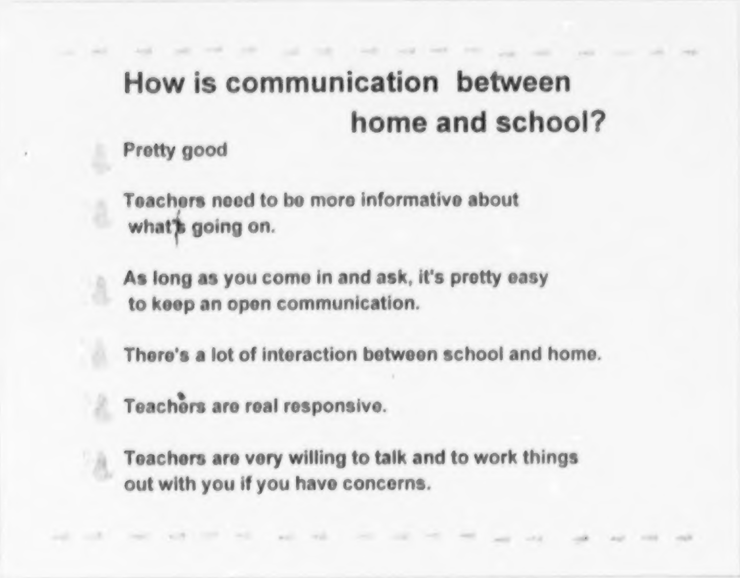
1 each said:

- ▲ help with extra reading
- ▲ to help kids at home
- ▲ make sure kids are disciplined
- ▲ to help out in schools
- ▲ be aware of what kids are learning
- ▲ to be in school and see what kids are learning



traditional or innovative ?

- pretty traditional
- traditional
- don't think they have time to be really innovative.
- more innovative than traditional
- moving ahead
- figure it out, "hands on", more play
- doing new things
- doing more research
- not sure
- don't know
- Should be more actual learning.
- Should be more a mixture of traditional and new stuff' cuz doesn't think kids are leaning as much.



How is communication between home and school?

- Pretty good
- Teachers need to be more informative about what's going on.
- As long as you come in and ask, it's pretty easy to keep an open communication.
- There's a lot of interaction between school and home.
- Teachers are real responsive.
- Teachers are very willing to talk and to work things out with you if you have concerns.

Are you a Parent Club member?

No

10

- Would like to but not enough time

Yes

1

Do you volunteer at school?

No

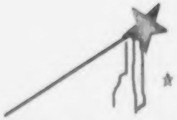
8

- not enough time
- wife does
- no, but is in close touch with teacher

Yes

4

- helped during Christmas
- helps every Tuesday in the classroom
- yes, when they call him to help with projects
- for health screening and parties
- helps on days off if there's an activity



visions/wishes

- more EAs
- for child to have strong academic base
- push math and computers
- the Pledge of Allegiance
- straight classes, no splits
- give kids the joy of knowledge
- all day kindergarten
- go from K to high school
- bigger , newer, cleaner buildings
- lots of activities, PE, music, sports
- more field trips
- for school to offer a broad curriculum
- more discipline
- keep the playground equipment, more playground equipment
- don't know (3)

Things that parents like about Latham...

The teachers:

- work together
- are responsive to suggestions
- are helpful
- are fantastic
- are willing to go out of their way
- know all the kids
- are doing a good job
- work with kids at their developmental level

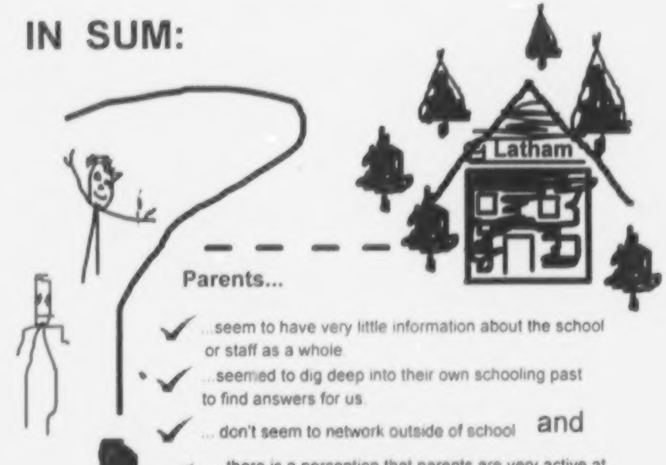
Activities:

Open HOuse
Book Fair
Christmas program
parent teacher conferences
Fabuolus Fridays
Grandparents' Day
Field Day
Banana Split Day
ginger bread houses
parent club meetings
award assemblies

Other:

- fewer kids
- likes the 1 on 1
- small school
- parent involvement
- The principal and teachers work together and are accessible.
- School is comfortable for parents.

IN SUM:



Parents...

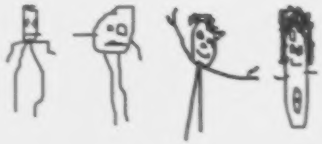
- ✓ ...seem to have very little information about the school or staff as a whole
- ✓ ...seemed to dig deep into their own schooling past to find answers for us.
- ✓ ... don't seem to network outside of school and
- ✓ ...there is a perception that parents are very active at Latham, but not much familiarity with what they do.

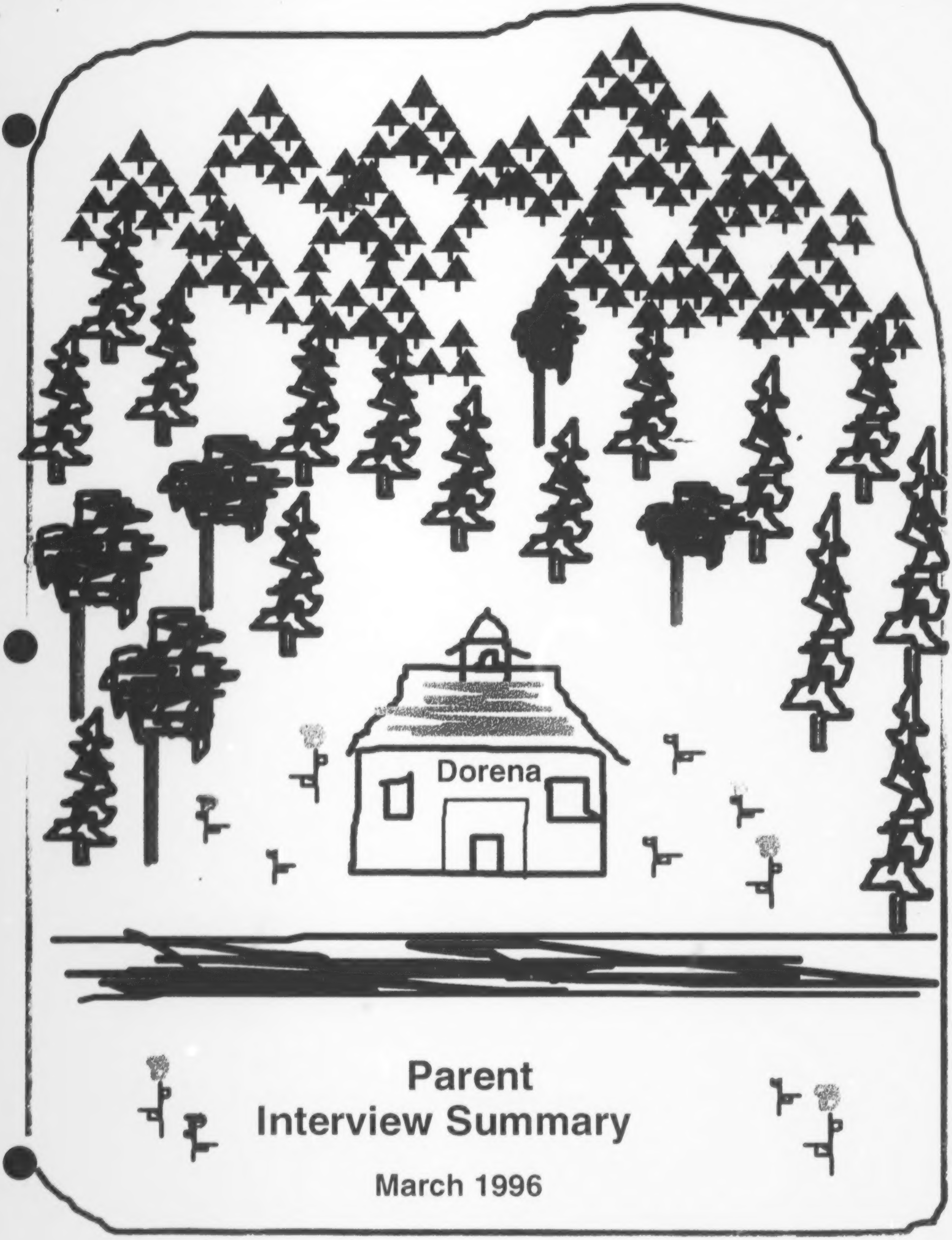
SO...

☐ You have satisfied, involved, unconnected, families that come and go and trust educational authority.

☐ A few satisfied families that do a lot for the school.

☐ Satisfied families that are a potential resource you haven't tapped.

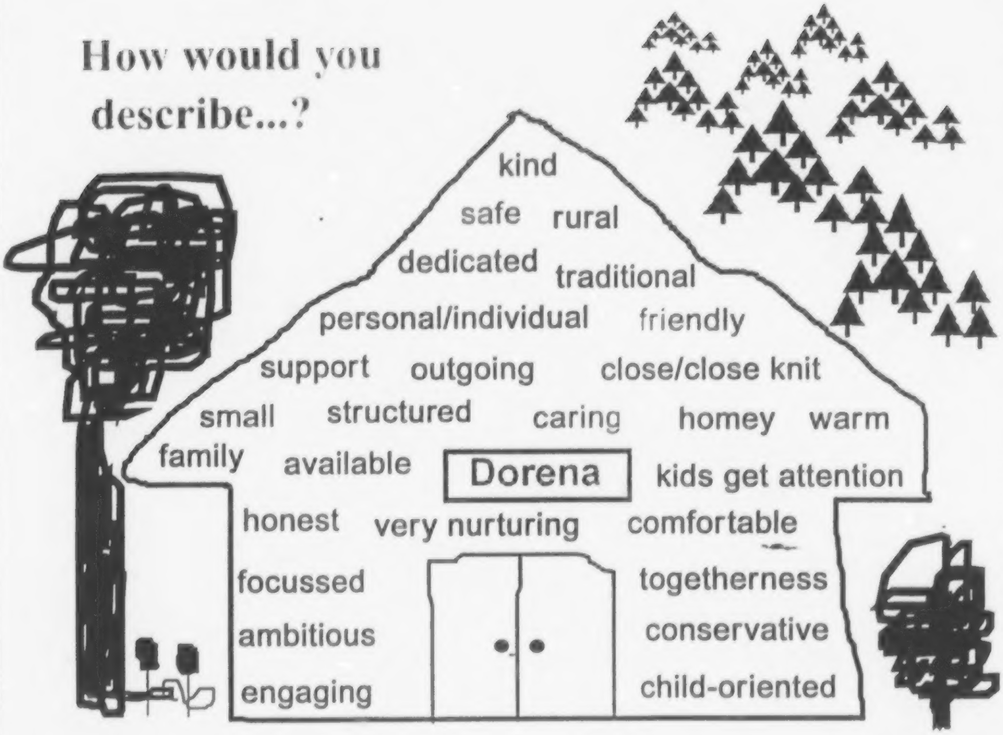




Parent
Interview Summary

March 1996

How would you describe...?



kind

safe rural

dedicated traditional

personal/individual friendly

support outgoing close/close knit

small structured caring homey warm

family available **Dorena** kids get attention

honest very nurturing comfortable

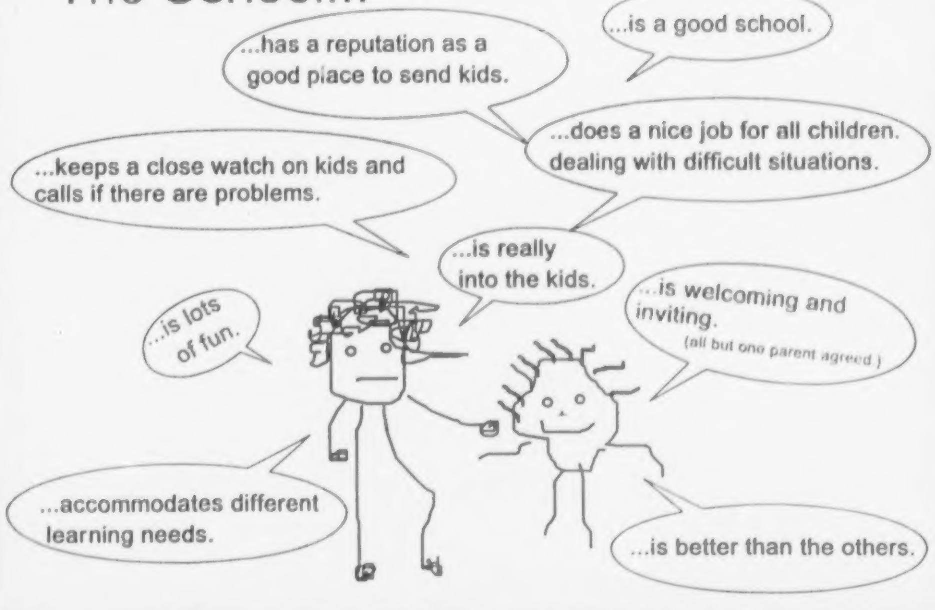
focussed togetherness

ambitious conservative

engaging child-oriented

Other things parents said:

The School...



...has a reputation as a good place to send kids.

...is a good school.

...does a nice job for all children. dealing with difficult situations.

...keeps a close watch on kids and calls if there are problems.

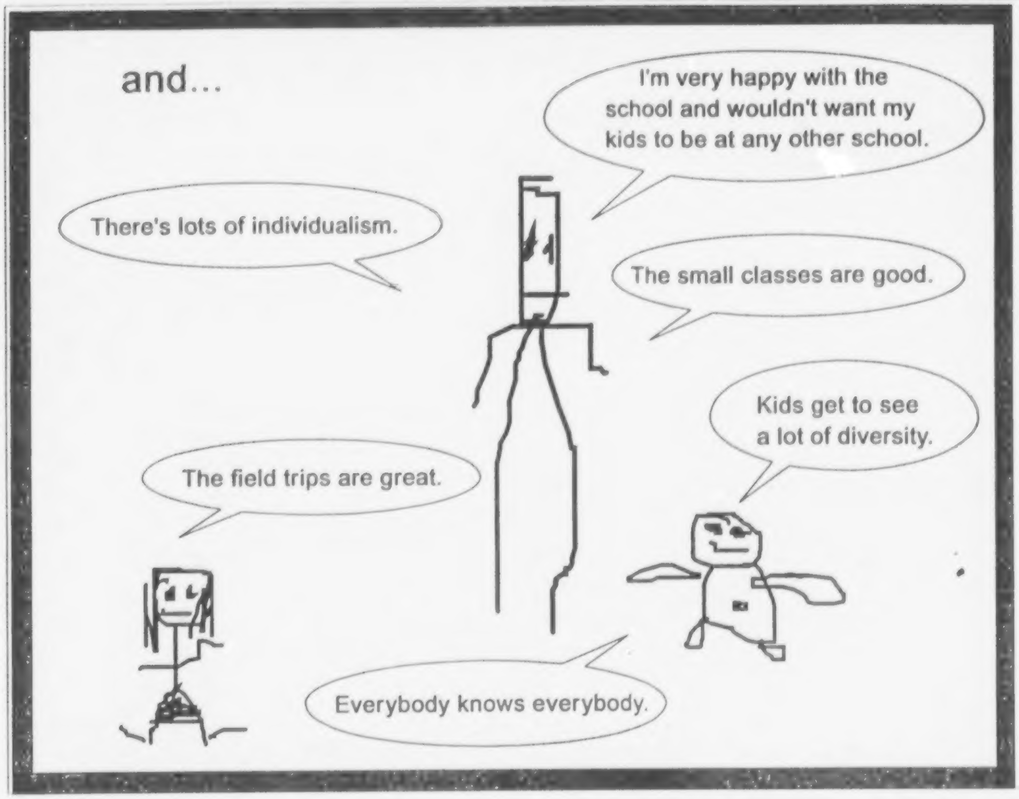
...is really into the kids.

...is lots of fun.

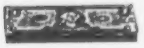
...is welcoming and inviting. (all but one parent agreed.)

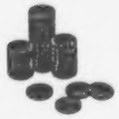
...accommodates different learning needs.

...is better than the others.


and...
I'm very happy with the school and wouldn't want my kids to be at any other school.
There's lots of individualism.
The small classes are good.
Kids get to see a lot of diversity.
The field trips are great.
Everybody knows everybody.

- We talked to 15 families who over the years have had 28 children at Dorena.
- They have been parents at Dorena for 14,12, 11, 8, 8, 7, 7, 6, 4, 4, 4, 3, 2, 1 year(s), 3 mos.
- They have lived in the community for: 30, 17, 11, 10, 9, 7, 4, years, 6 mos.
- Two parents live outside the community but bring their children in.





The **issue** mentioned by almost everyone was lack of FUNDING because...

...classes are too big

...the school might close

...there's not enough support

...it means split classes

... music and art have been cut

...the school program isn't well-rounded

Mission:

What are we doing well ?

- ...helping kids with low morale; there's no competition.
- ...teachers and principals are willing to go the extra mile.
- ...we're open to parents.
- behavior program
- FAD
- ...the reading program; higher SAT scores in reading.
- The site council is really neat. Parents and teachers come together to dream about what's good for kids. And sometimes, the dreams come true.

Mission:

Individualizing education for kids

site improvement ❧ split classes

library resources ❧ upgrading technology

managing with fewer resources ❧ FAD classes

creative outings ❧ working to keep programs going

parent involvement ❧ dealing with adversity

❧ communication between parents and school

❧ managing attitudes after loss of teachers

trying to accomplish ?

How the school is organized:

Some problems:

A part-time principal and so many personnel changes make it hard to be consistent and follow through on programs.

"come and go" population
diversity in the student population

safety

Lunchtime is unpleasant. The kids can't even talk.

There are a lot of talented parents whose skills are not being used.

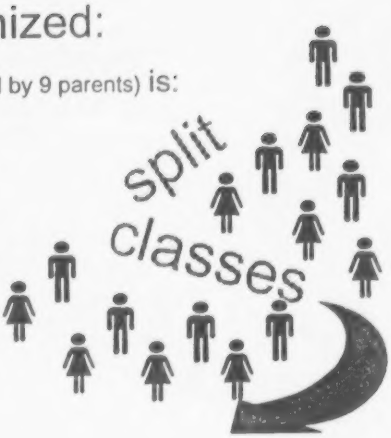
We hope the principal will be more of a principal and not so much of a friend to certain people.

parents making policy decisions

certified and classified staff don't blend

How the school is organized:

The biggest problem (mentioned by 9 parents) is:



" I don't know how they made the decision; why they did it. When they have the same teacher twice do they do different things? My daughter didn't understand why her friends moved and she didn't. She thought she failed. She was a fourth grader in the 4/5 split last year, and did all of the fifth grade work."

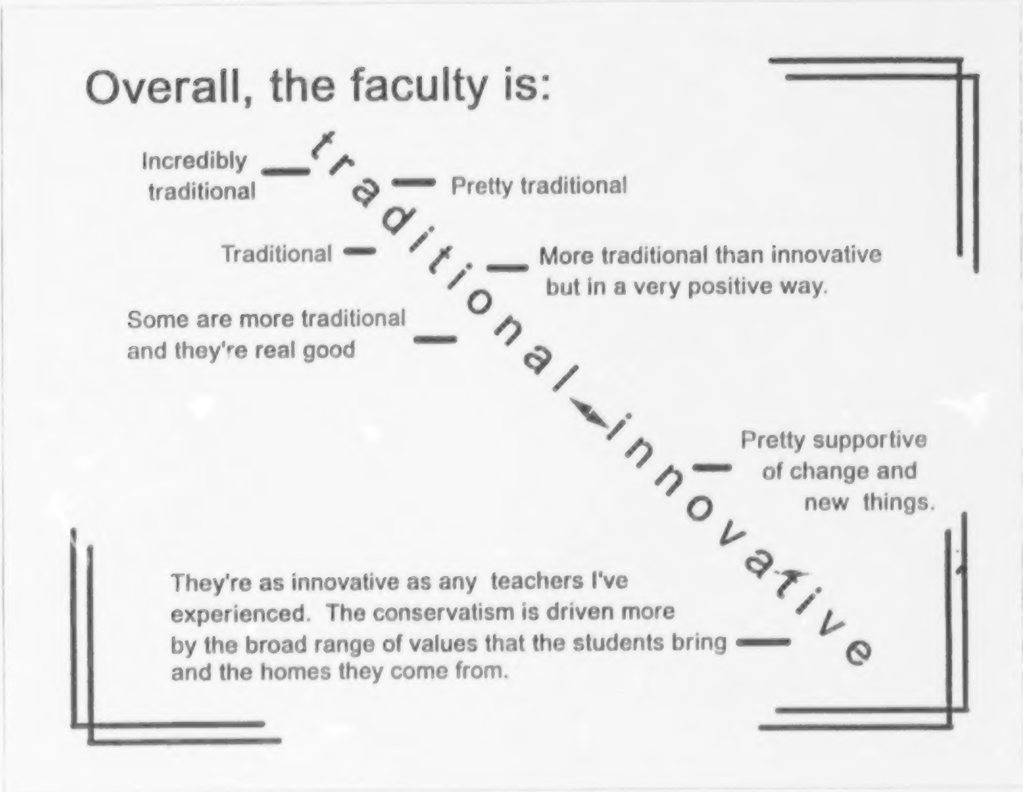
"When you divide classes in two it's real rough on the kids. Now my older daughter is a fast learner and she's always been in the group that went ahead. But with my second daughter I might be in a position where she is going to be with the group that stays behind and does that teacher 1 more year. And it's going to be hard to deal with..."

...there were huge problems which still aren't resolved.

" ... the parents see it...you either flunk (if you stay back), or you pass (if you move up). That's exactly how we see it. The school district has done the most awful job, AWFUL job of setting the parents up to help their child walk through it."

Curriculum ....

- That it develop a curriculum that's on the cutting edge, that draws upon the people in the rural community to help that happen. More instruction from outside people. FAD classes, field trips, other programs at school.
- More offerings (resources, books, etc.) for bright kids. More offerings for kids at the high end of fifth grade. More for all kids, since so much (art, music, PE) has been cut.
- A balance between the academics and helping the children understand that there's more to education than just what you see in the classroom. Openness and attempts to broaden the kids' horizons in the world around them.
- Computers



Overall, the faculty is:

Incredibly traditional

Pretty traditional

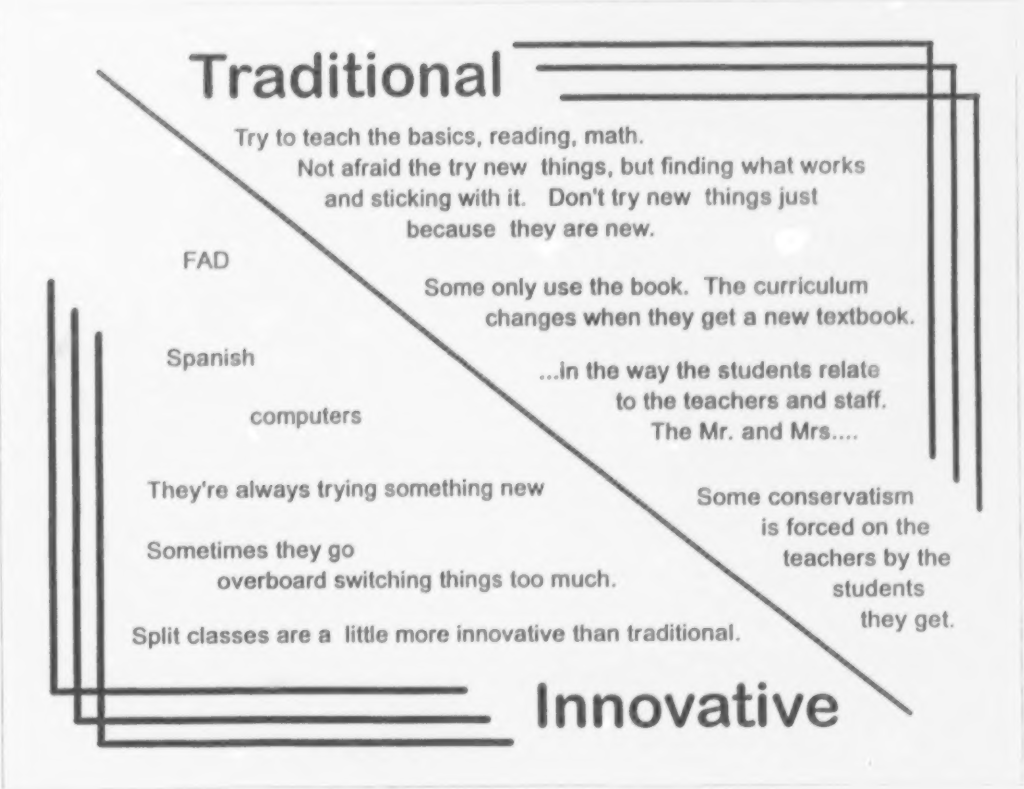
Traditional

More traditional than innovative but in a very positive way.

Some are more traditional and they're real good

Pretty supportive of change and new things.

They're as innovative as any teachers I've experienced. The conservatism is driven more by the broad range of values that the students bring and the homes they come from.



Traditional

Try to teach the basics, reading, math.

Not afraid the try new things, but finding what works and sticking with it. Don't try new things just because they are new.

Some only use the book. The curriculum changes when they get a new textbook.

...in the way the students relate to the teachers and staff. The Mr. and Mrs....

Some conservatism is forced on the teachers by the students they get.

FAD

Spanish

computers

They're always trying something new

Sometimes they go overboard switching things too much.

Split classes are a little more innovative than traditional.

Innovative

Teachers:

help kids.
are so great.
are really great.
really work to help kids.
are always friendly and comfortable.
all have pros and cons.
are involved.
give hugs.
treat kids good.
are receptive to ideas.

- Writing grants is a labor of love.
- They care and are concerned that kids get a quality education.
- It's a caring staff, a good staff. I'm sure there are areas for improvement, but I think they're on the right track.
- There is a genuine concern on the part of most of the teachers for the kids.
- They are trying to change; it's slow, they are isolated but I've seen a lot of growth in the past 10 years.

What should the Parent/Family role be in a child's education?

1. Painting walls, helping plant flowers. Clean out a room. Fund raising, replacing things cut from the budget. "You know if somebody called me and said 'We really need somebody to come and help paint a classroom', I'd go do it."

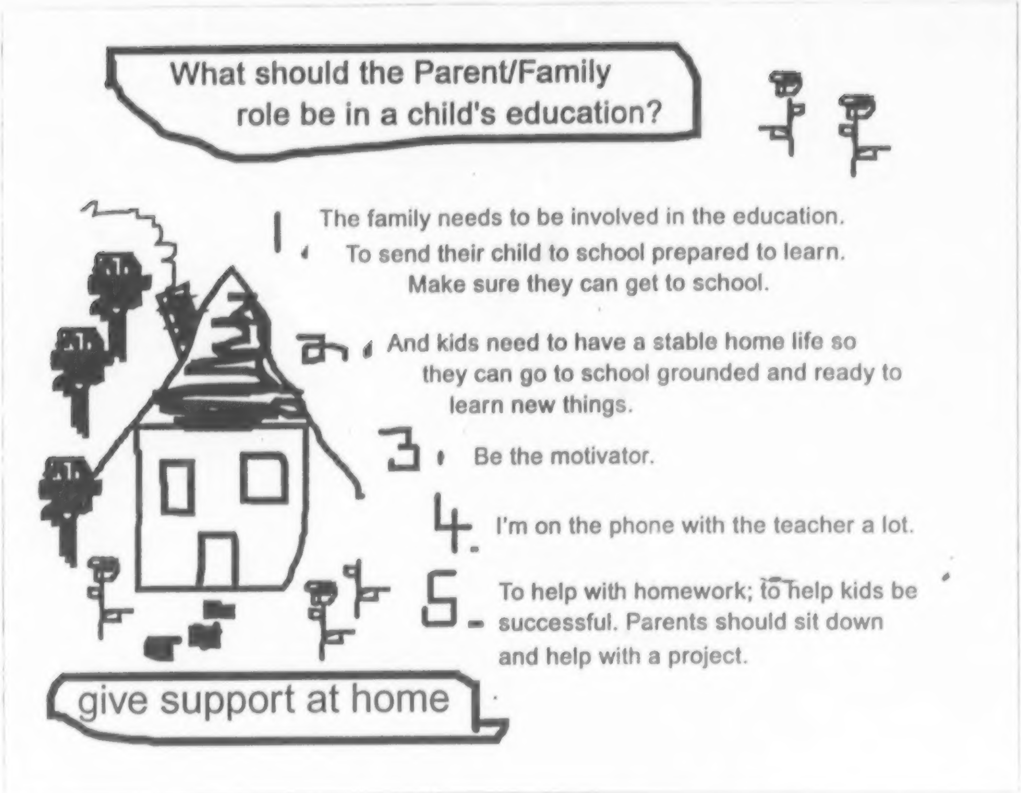
2. Participating in conferences, knowing how your child is doing.

3. Teach FAD classes.

4. "... parents help in all different ways. Parents need to know all the things the school needs help with. And I don't think that they always know what they can contribute."

5. Parents must be involved.

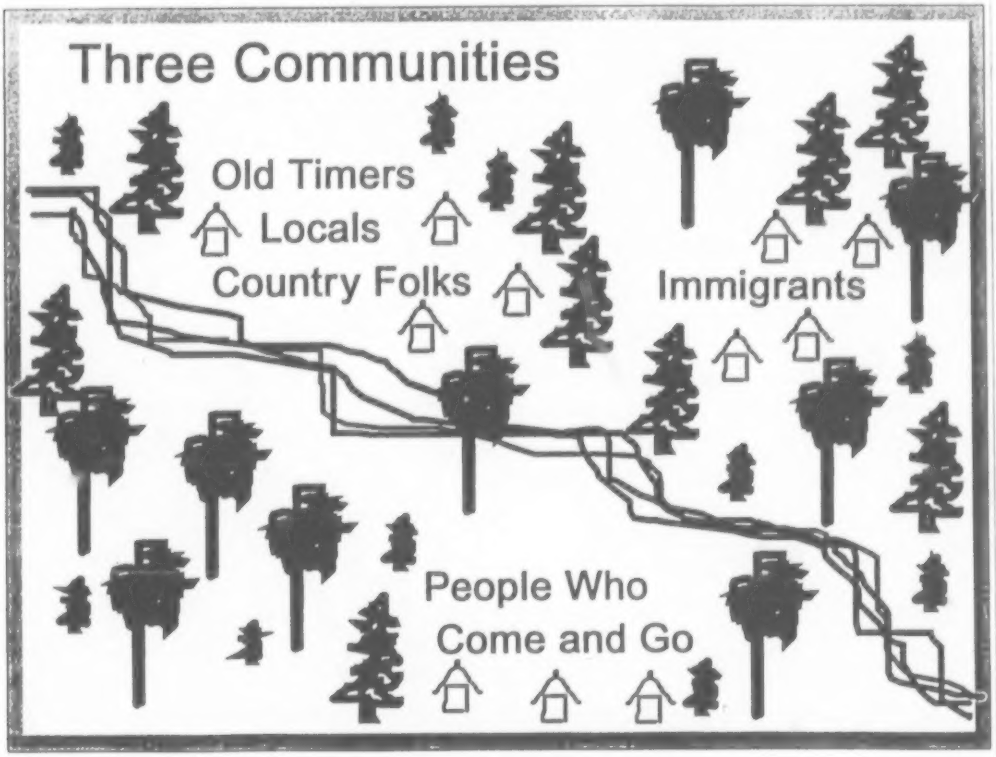
Support the school



What should the Parent/Family role be in a child's education?

1. The family needs to be involved in the education. To send their child to school prepared to learn. Make sure they can get to school.
2. And kids need to have a stable home life so they can go to school grounded and ready to learn new things.
3. Be the motivator.
4. I'm on the phone with the teacher a lot.
5. To help with homework; to help kids be successful. Parents should sit down and help with a project.

give support at home

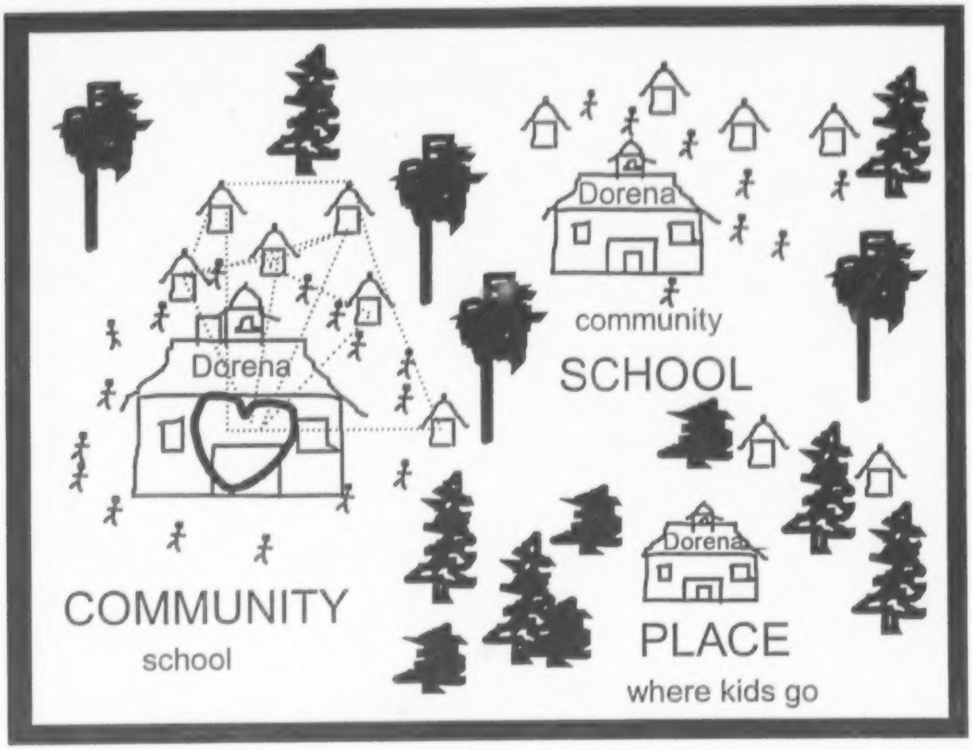


Three Communities

Old Timers
Locals
Country Folks

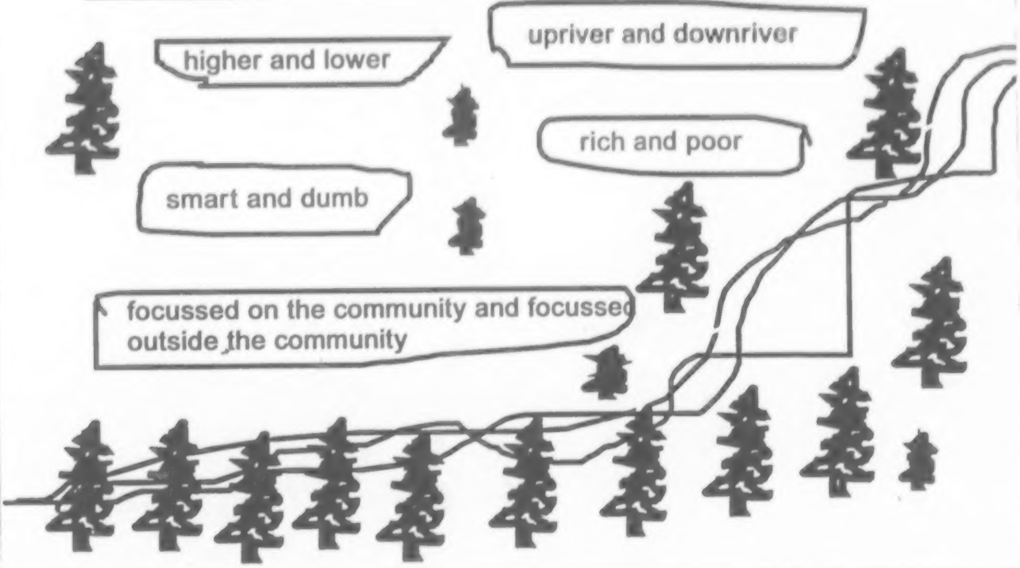
Immigrants

People Who Come and Go


Dorena
community
SCHOOL
Dorena
Dorena
COMMUNITY
school
PLACE
where kids go

Descriptions...

"The community is not real tight. There's little groups, and everybody seems to either be one, they think they're one or the other. If you drive an old car, you're one, and if you drive a new car, you're the other."


upriver and downriver
higher and lower
rich and poor
smart and dumb
focussed on the community and focussed outside the community

Do you volunteer at school?

yes

5

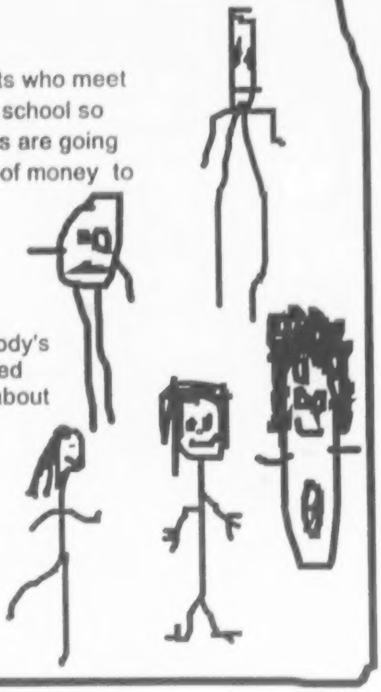
- teaching FAD
- on field trips
- when they call
- health screening
- in the classroom
- with special events and programs

no

6

- " I did volunteer last year (once a week, twice a week, everyday) in the classroom, but this year I can't because (I have kids at home, I have a baby, my family has been sick, I went back to work, the teacher doesn't really want my help, I'm babysitting). "

- The Parent Club is a group of 4, 5 or 6 parents who meet monthly. They do a lot of fundraising for the school so they talk about what their fundraising projects are going to be and they actually contribute quite a bit of money to the school for things.
- What the Parent Club does for the school is good.
- ...they asked our opinions and stuff, everybody's opinion was included or talked about or talked to, but some of the things they was talking about I didn't understand. It was over my head.
- I think they would like a lot more participation than what they have.
- People in the Parent Club are providing a valuable service.



Do you attend Parent Club meetings?

NO

Last year I did. But now the scheduling is wrong. And I don't know when the meetings are until the day before.

Sometimes I feel unacknowledged, unheard, unimportant. It's a small group of parents that make all the decisions.

Some parents don't understand the conversation in the group. They don't really get the drift of things. Sometimes I felt like my opinion didn't count, but I made an appearance.

I haven't been attending, but I talk to X and ask what I need to know. What's going on. If there's a project I go, but not to meetings.

Parents in the club are too "high up". And they don't listen to me.

I can't come cuz I work.

Do you attend Parent Club meetings?

NO 7

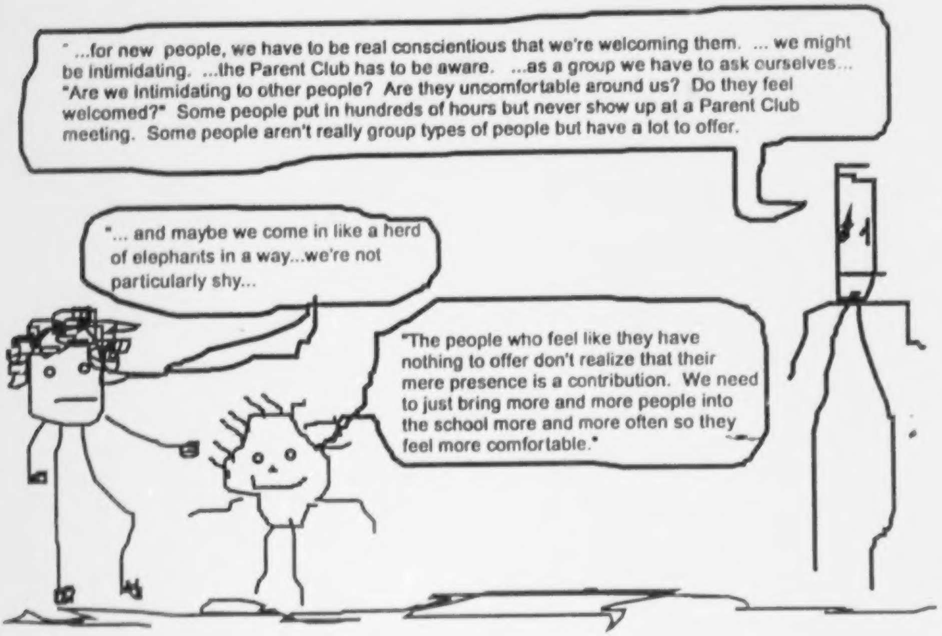
I'd volunteer for anything. I don't work. I'll help organize. If we have a problem, I'll help. The never call me. Never say a thing.

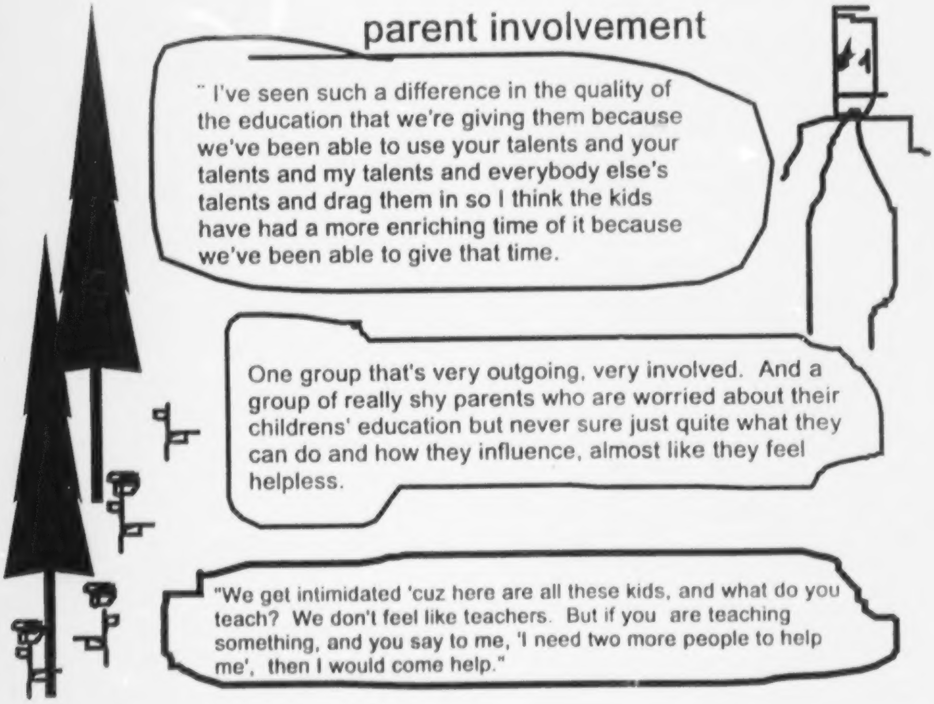
... I wanted to volunteer, they said it was "filled up." I put my name on the list at Open House, and I waited for a call, but they never called me.

No, I don't feel comfortable going to the meetings. I feel like I'm different, I'm not good enough to be there. I think some of the other parents feel that way, too. Maybe I don't dress right, or I'm not appropriate, I don't know how to speak real well. The two times I went to the Parent Meetings, I told myself not to say anything because it might sound stupid to the others.

"A lot of parents feel like they don't have anything to contribute or don't know what they can contribute. And sometimes they don't understand what they're talking about. They think they might say something stupid, they don't understand the goals of education."

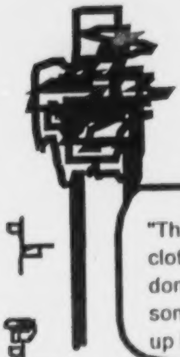
People who attend Parent Club Meetings say:


" ...for new people, we have to be real conscientious that we're welcoming them. ... we might be intimidating. ...the Parent Club has to be aware. ...as a group we have to ask ourselves... "Are we intimidating to other people? Are they uncomfortable around us? Do they feel welcomed?" Some people put in hundreds of hours but never show up at a Parent Club meeting. Some people aren't really group types of people but have a lot to offer.
"... and maybe we come in like a herd of elephants in a way...we're not particularly shy...
"The people who feel like they have nothing to offer don't realize that their mere presence is a contribution. We need to just bring more and more people into the school more and more often so they feel more comfortable."
#1


parent involvement
" I've seen such a difference in the quality of the education that we're giving them because we've been able to use your talents and your talents and my talents and everybody else's talents and drag them in so I think the kids have had a more enriching time of it because we've been able to give that time.
One group that's very outgoing, very involved. And a group of really shy parents who are worried about their childrens' education but never sure just quite what they can do and how they influence, almost like they feel helpless.
"We get intimidated 'cuz here are all these kids, and what do you teach? We don't feel like teachers. But if you are teaching something, and you say to me, 'I need two more people to help me', then I would come help."
#1

social events

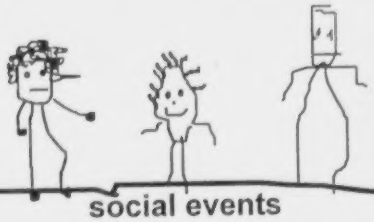
" (At the carnival) I've never seen so many parents and people and different classes, if you want to call it that. They were all there, and they all got along. I just thought, 'they don't think they're better than us. Or they're richer than us or they're poorer than us'. And I don't know if that's what goes through everybody's head, it goes through mine."



community support

"There's a lot of hungry kids up here. Why don't we have a closet with clothes and some food. If they're down on their luck one month, and they don't have groceries for the week, they could come up here and get some canned food or maybe a kid needs a pair of shoes. They could come up here and look for some shoes and stuff. And I'd be willing to do it."

Suggestions:



community support

clothing drive
clothing "closet"
gift tree at Christmas for less fortunate families
food for the community

social events

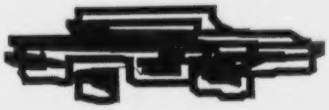
carnival
Easter egg hunt
Hunters' Breakfast
community picnic/potluck
Spaghetti feed at school
more social functions so that shy parents can meet each other

Kid stuff

Open House lunch once a month
start a student council

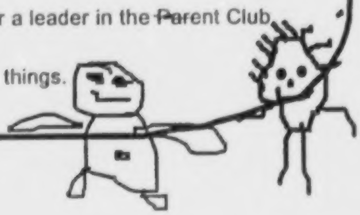
fund raisers

garage sale (like they had at Culp Creek)
Hunters' Breakfast
Car Wash



parent involvement/support

- Parent helpers for FAD classes, not to teach, but to be assistants.
- A to-do list of things so that parents know what they can do, both in the classroom and for events and other activities or jobs at the school. Have the list be ongoing, and have a day or weekend for parents to come to school and do things.
- Meetings are intimidating for some shy people. They would be more comfortable in a crowd where they won't be noticed as much. Some parents are not comfortable in groups. Have a volunteer coordinator. Talk to them one-on-one.
- Weekly phone hotline of events at the school. Send parents a newsletter.
- Call and ask parents to come help. Many people will come if they're asked. Once you get ' em up there and they're around, they start feeling comfortable. But they won't come just to be on garbage detail.
- Rotate parent leadership. Don't have a president or a leader in the Parent Club.
- Have two groups of parents focussed on different things.



Wishes for Dorena...

That the school went to 7th grade so kids could stay here and not have to go to the middle school.

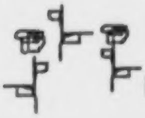
More support for the school, from parents, the community, the district, their country and their state. Bring back the music, art and PE.

To give center to the community, to serve the local population, more involvement with the community.

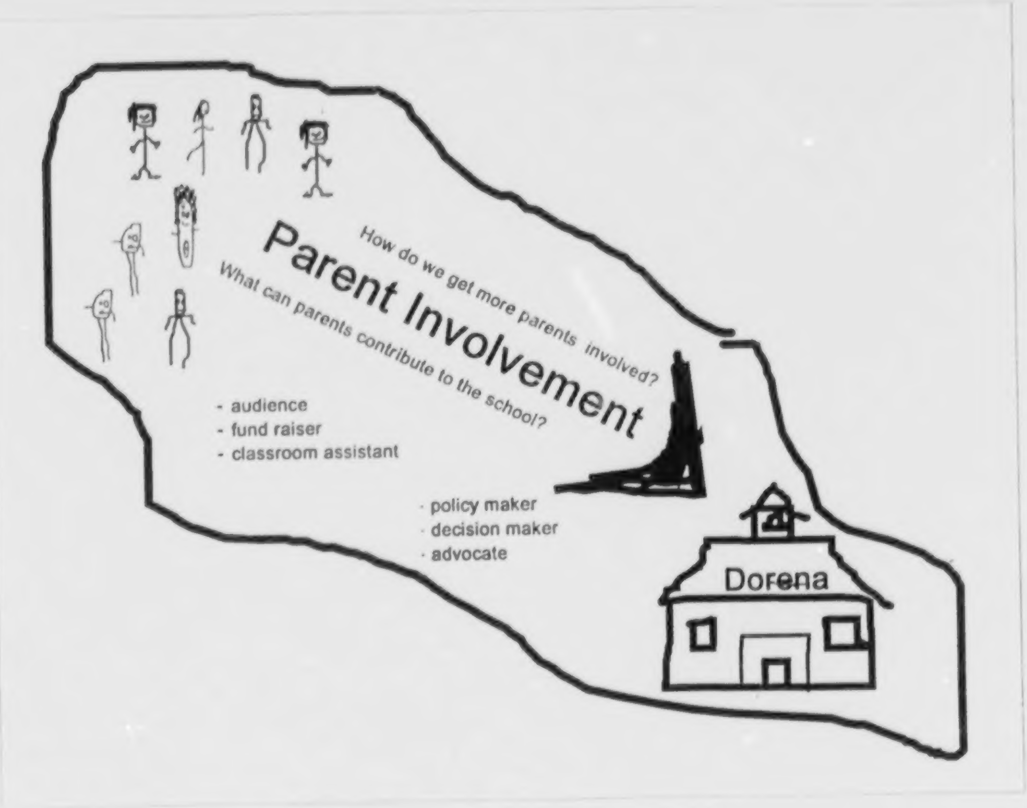
No split classes, smaller classes.

Bring back parties/celebrations and the playground epuipment.

A structured environment for learning.



Some male teachers.



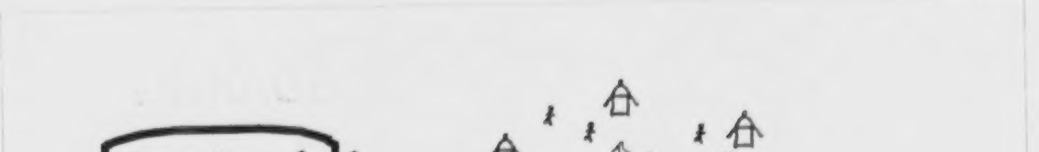
How do we get more parents involved?

Parent Involvement

What can parents contribute to the school?

- audience
- fund raiser
- classroom assistant

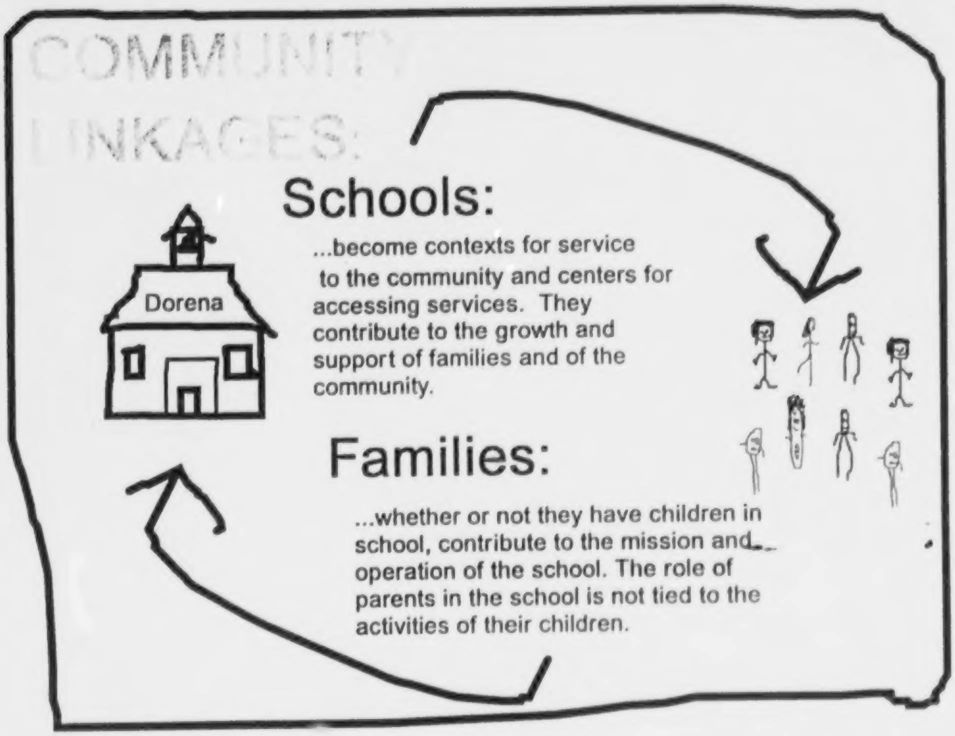
- policy maker
- decision maker
- advocate



Family

and

School



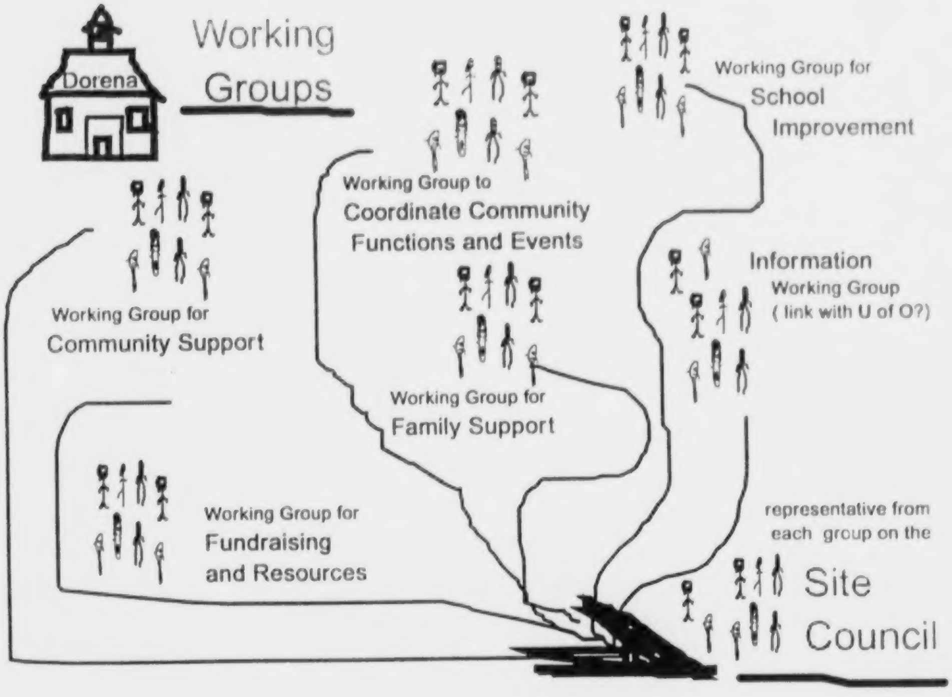
COMMUNITY LINKAGES:

Schools:

...become contexts for service to the community and centers for accessing services. They contribute to the growth and support of families and of the community.

Families:

...whether or not they have children in school, contribute to the mission and operation of the school. The role of parents in the school is not tied to the activities of their children.



Working Groups

Working Group for School Improvement

Working Group to Coordinate Community Functions and Events

Working Group for Community Support

Information Working Group (link with U of O?)

Working Group for Family Support

Working Group for Fundraising and Resources

representative from each group on the Site Council

Schools Projects
University of Oregon

MEMORANDUM

DATE: August 31, 1995

TO: Lincoln Middle School Site Council
Judd Van Gorder, Principal

FROM: Phil Ferguson, Cleo Droege,
Specialized Training Program, College of Education

RE: Research Activities Agreement for 1995/96 School Year

CC: Dianne Ferguson

This memorandum spells out our plan for a second year of collaborative research activities at the Lincoln Middle School. These activities are part of a larger, federally funded research project (Reinventing Schools Research Project) based at the School Projects Group within the Specialized Training Program and the College of Education at the University of Oregon. The Principle Investigator and Project Director is Dr. Dianne Ferguson. The LMS research activities will be coordinated by Dr. Philip Ferguson and Ms. Cleo Droege.

The overall purpose of our research continues to be to deepen our understanding and interpretation of educational reform initiatives as they evolve within the culture and circumstances of individual schools and classrooms. One of our interests continues to focus on how the inclusion of children with disabilities affects, and is affected by, these larger school reform efforts. However, we are more convinced than ever, that this specific interest in inclusion can not be artificially separated from a more thorough understanding of the change process in general, regardless of the specific area of school reform under discussion. Moreover, we are also convinced that any full understanding of this change process will only happen in a fully collaborative partnership between local districts and university-based researchers. We intend this memorandum of research activities for the coming school year to further this spirit of collaboration and support.

Listed below are the broad categories of interest areas, activities and outcomes that would initially drive our agenda for the coming year. This amounts to what we would actually do with administration, teachers, staff, students and families at LMS. We should emphasize that for all of our proposed activities, participation by faculty, staff, students, parents, and others is entirely voluntary. There will be no repercussions for anyone who declines to participate in any phase or activity of our research. All precautions will be taken to maintain confidentiality.

Specialized Training Program · 1235 University of Oregon
Eugene OR 97403-1235 · (503) 346-5313
Fax # 346-5517 · TDD # 346-2474

Areas of Focus

During the 1995/96 school year, we would like to continue our involvement with Lincoln Middle School in several specific areas. We think these areas of interest mesh nicely with the planning tasks and goals associated with the School Improvement Plan that LMS (along with everyone else) will be developing this year. These two areas are: (1) improving the linkages between home and school (or parent and teacher); and (2) using action research by teachers to identify and achieve specific school improvement goals. Of course, we are open to suggestions for additional and/or alternative areas of interest, as the LMS Site Council meetings get under way this Fall.

Activities

1. Present summary of data from last year's interviews of teachers, staff, and parents. This is already scheduled for October at a voluntary meeting with faculty and staff.
2. Conduct at least two rounds of semi-structured, in depth interviews of 20 to 30 parents of students from LMS. The specific content and focus of these interviews will be keyed to the results of the parent surveys done at the beginning and end of the school year. We intend the interviews to supplement and amplify the information gained from the surveys. Interviews will be taped (with permission), transcribed, and analyzed by us. We will share these results in a timely fashion with the site council, administration and faculty at LMS. We also would like to find some format for sharing the results with the LMS parents.
3. Observe and interview selected faculty and staff throughout the school year as they design and implement the various components of the LMS School Improvement Plan. The specific contexts and participants for this set of activities will emerge during the Fall term. However, an initial list of the types of meetings that we expect to observe would include: weekly site council meetings; weekly action research planning team meetings; inner school planning meetings; individual class sessions or blocks. We will, of course, always make arrangements ahead of time for attending meetings or visiting classrooms. At regular intervals throughout the school year, we intend to interview various LMS Site Council members, administration and faculty about their perceptions and experiences with the planning process and activities. Here, again, we will share the results of these observations and interviews with all participants, in presentation and written formats.
4. Provide resources and support to faculty and staff around any issues that emerge as part of their efforts in formulating and implementing the LMS school improvement plan. This could include requests for literature about specific topics in school reform, classroom performance, student assessment, inclusion, family involvement, etc. It might also include advice or information about the design and implementation of action research projects.
5. Collect additional data and provide additional resources as may become appropriate during the school year. These revisions or modifications to our basic set of activities could arise from specific requests or questions that the Site Council develops for us. Alternatively, we may develop new ideas for possible

activities as we get into some of the specific data collection. Regardless of where such suggestions or ideas originate, any such alterations or modifications from the plan set forth in this memo would always be submitted to the LMS Site Council and administration for prior consideration and approval.

Outcomes and Products

One of our highest priorities is to share the information generated by our various data collection activities with all of the people associated with LMS. We propose to do that in a variety of formats. First, we will arrange regular meetings (at least once every 3 months) with the Site Council and administration to summarize what we have seen and heard about our areas of interest. In addition, we want to find some ways to share similar information with the entire faculty and staff at LMS, as well as with LMS parents. We are happy to discuss how and when this might usefully happen with the Site Council. In terms of written products, we will produce a case study of the year at LMS as it undertook the development of its School Improvement Plan. Copies of this case study will be available to the Site Council members and administration, and to other faculty and families upon request. Finally~~,~~ we will contribute written summaries of the parent interviews for possible use as supplements to the School Profile that goes to the District Office.

Personnel

A variety of people from the Schools Projects Group at the Specialized Training Program will be involved at various times in the research activities proposed here. However, two primary researchers will take the lead in these activities, and coordinate the involvement of others. These two lead personnel are Phil Ferguson and Cleo Droege. Two other individuals are currently targeted for specific data collection responsibilities: Eileen Rivers and Rick Blumberg. Finally, additional support and involvement for specific tasks may become available from graduate students in the College of Education. We will always consult with the Site Council about such involvement, to get prior approval.

Compensation

In recognition of the collaboration and effort of everyone associated with LMS, we agree to contribute approximately $500 for LMS faculty to use for "release time" or professional development. This sum is somewhat reduced from last year's amount. This is because there are more schools participating in the overall project this year, but the total amount of money available has remained constant. Dividing the funds equitably across all of the participating sites means slightly less money for each school.

Thank you for all of your time, collaboration and support. We look forward to a busy but exciting year. If any time, questions or comments about any aspect of this project arise, please feel free to contact us: Phil Ferguson (346-2463), Cleo Droege (346-2493), or Dianne Ferguson (346-2491).

Memorandum

Date: October 1, 1996

To: Judd VanGorder, Principal, Lincoln Middle School

CC: Dianne Ferguson, Project Director

From: Eileen Rivers, Cleo Droege, Carolyn Moore / Schools Projects Research Team

RE: Research Agreement for the 1996-97 school year.

This memorandum spells out our plan for a third year of collaborative research with Lincoln Middle School. This research is part of a larger, federally funded research project (Reinventing Schools Research Project) based at the Schools Projects within the Specialized Training Program and the College of Education at the University of Oregon. The Principal investigator and Project Director is Dr. Dianne Ferguson. The LMS research activities will be coordinated by Dr. Eileen Rivers, Dr. Carolyn Moore and Cleo Droege. The overall purpose of our research continues to be the understanding and interpretation of educational reform initiatives as they evolve within the culture and circumstances of individual schools and classrooms. We continue to be interested in how the inclusion of children with disabilities affects, and is affected by, these larger school reform efforts. However, we are more convinced than ever, that this specific interest in inclusion can not be artificially separated from a more through understanding of the change process in general, regardless of the specific item of school reform under discussion. We are also convinced that any full understanding of this change process will only happen in a fully collaborative partnership between local districts and university-based researchers. We intend this memorandum of research activities for the current school year to further this spirit of collaboration and support.

We should emphasize that for all of these activities, as in the past, participation by faculty, students or parents is entirely voluntary. All precautions are taken to maintain confidentiality and requested information will be fed back to the school in a completely anonymous fashion.

Over the 1994/95 school year, we did extensive interviews with staff and parents and fed back that information in presentations and reports. Last year we sat in on inner school team and site council meetings watching the way Lincoln staff and parents wrestled with demands from within and outside the building. Our offer to collaborate on an evaluative process around the newly implemented School Improvement Plan culminated in a staff survey and interviews in the spring.

Areas of Focus:

During the 1996/97 school year, we would like to continue our involvement with Lincoln Middle School. Our focus would be on Lincoln's' approach to Inclusion, and even more importantly, strategies the school is using to further its improvement plan and how students with disabilities are involved in the efforts of restructuring under state and federal mandates as well as strategies for inclusive education. As researchers, we have been included during the 1995/96 school year in teaming between general and special educators. We have documented information from those staff members that is welcomed by colleagues in the field.

Activities:

1. Observe and interview s with the teaching staff identified to us as a "Team Teachers" involved with "Inclusive Blocks". Specifically :

   Jan Jacobs / Jana Bauder
   Jean Miksch / Jan Schwinler
   Christine Parra / Merlene Martin
   Charlie Potucek / Della Woody
   Paul Pattison / Sheri Settlemeyer

   We would also like to continue conversations with Marlene Leith and Linda Fredrick. The types of activities we would expect to observe would be individual classroom sessions, teacher planning sessions and inner school or site council meetings when appropriate. We will , of course, always make arrangements ahead of time for attending classrooms or meetings. We will share the results of those interviews and observations with that group in presentations and written formats.

1. Provide additional data, resources and support to faculty and staff involved in the implementation of Lincoln's School Improvement Plan. The areas identified by the Plan are: Moral and Pride, Communication, Decision-making, Teaming, and Discipline. Our activities could include site council attendance, evaluation of school improvement plan, and summarization of data. Contact any STP team member with ideas; all potential activities will be presented to the site council and the administration for approval.

2. We would like to explore the possibility of collecting information from inner school teams about how they share information about students, especially students in "inclusion blocks". We would designate one of the members of the focus group to provide us with minutes or notes around those communications to tie in with activity number 1.

Resources

The Schools Projects will contribute $500 to the target teachers and staff willing to participate in Activity 1. They may use the money to provide themselves substitute time for planning, professional development opportunity or for educational materials.

Lincoln Interviews/School Improvement Plan Spring 1996

Which area(s) is/are the most important for you considering your work life here at Lincoln:

Why?

What additional information can you provide around that area? (Things that maybe aren't addressed)

Good?

"Not so good"?

Looking at the Improvement Plan...Talk generally about areas that have improved:

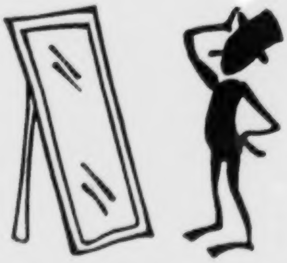
Talk about areas that need attention:

You didn't mention ____________________. Are there issues there?

After summer, where should this school improvement plan begin/pick-up/focus?

Evaluation of the School Improvement Plan for Lincoln Middle School

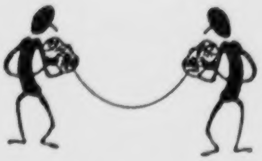
Much Improvement	+
Improvement	✓
Needs Improvement	–
In Progress	IP
No Opinion	?



Communication:

Teams keep administration appraised of inner-school activities, events, changes, projects, etc.	
Office is notifying staff of changes (schedules) with time enough for them to plan.	
Staff has been kept informed of major tasks undertaken by the office through use of announcements, white board, FYI items at staff meetings, site council reports and organized business like staff meetings.	
Amount of verbal & written positives have increased.	
Feedback surveys have been created and use is being encouraged : For administration feedback by staff......... For teacher feedback by students............	
A mediator list and program for conflict resolution between staff, administration and students is in place.	
Staff forums are being held as requested by staff and/or administration.	

Comments on this section:



Increased Participation in Decision Making (Staff, Students, Parents)

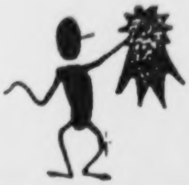
Ad-hoc committees have been formed.	
All possible options being investigated before major decisions are made.	
When appropriate, use of input from Staff and Students through site council, inner school reps and student council in decision making process.	
Keep staff informed /involved of pending decisions over summer.	
Decision levels(1,2,3 etc) are clarified before asking for input .	

Comments on this section:

Inner School Teaming

Following established procedures for keeping students and staff on the same team.	
Wednesday inner-school meetings are being kept "sacred".	
"Cross-overs" are being avoided in scheduling, if possible.	
Inner school teams have much latitude working with their students' schedules, expectations, teaching strategies, themes, etc.	
Classified staff has been encouraged to participate on inner school teams.	

Comments on this section:



Staff & Student Morale & Pride

Activities sponsored regularly by teams, student council, and the office.	
Recognition and/or fun activities held regularly by inner school teams.	
Themes held regularly by administration and student council to promote respect, unity, spirit, etc	
Increased staff social events.	
Inclusion of achievement /athletic awards for newspaper.	
Feature student work in hallways.	
Student representatives on site council.	

Comments on this section:

Effective Use of Time:

An annual review of time usage by staff, students and administration.	
An annual review of scheduling.	
An annual review of duty (non-class supervision).	
An annual review of non-instructional time (prime-time, passing time, lunch).	

Comments on this section:

OVERALL FEEDBACK:

Do we need to think about adding anything?

Comments for the good of the order........

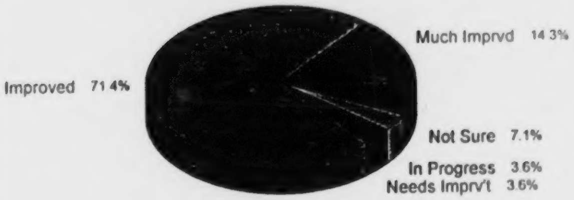
School Improvement Plan Evaluation
Lincoln Middle School
June 7, 1996

Let's not reinvent the wheel !

We have to hit the road running!!

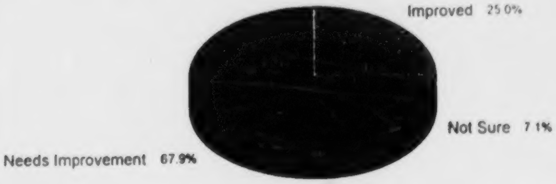
Prepared by Phil Ferguson, Cleo Droege, & Nadia Katul
University of Oregon, STP.

COMMUNICATION: QUESTION # 1



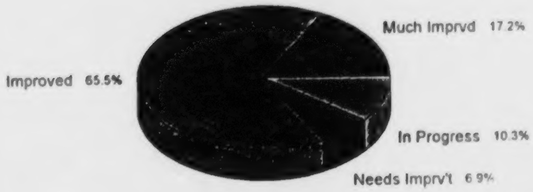
Teams keep administration appraised of inner-school activities, events, changes, projects, etc.

COMMUNICATION: QUESTION # 2



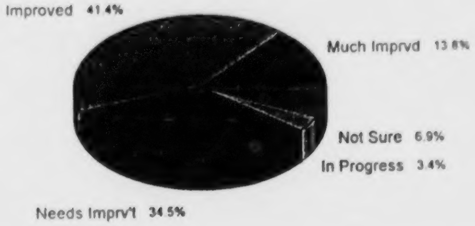
Office is notifying staff of changes (schedules) with time enough for them to plan.

COMMUNICATION: QUESTION # 3



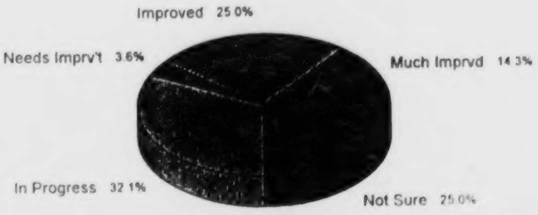
Staff kept informed of major tasks undertaken by the office through use of annoncements, white board, FYI items at staff mtgs, site council reports, etc.

COMMUNICATION: QUESTION # 4



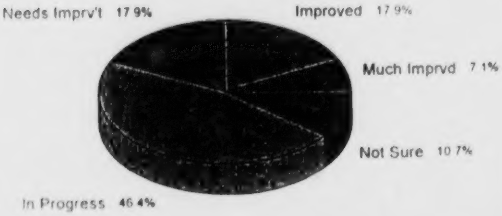
Amount of oral and written positives has increased.

COMMUNICATION: QUESTION # 5



Feedback surveys have been created and use is being encouraged:
...for administration feedback by staff, and
...for teacher feedback by students

COMMUNICATION: QUESTION # 6



A mediator list and program for conflict resolution between staff, administration and students is in place.

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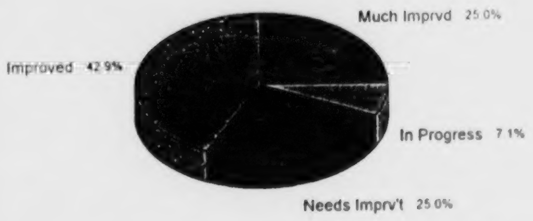
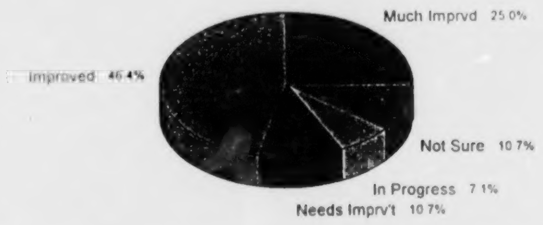
COMMUNICATION: QUESTION # 7



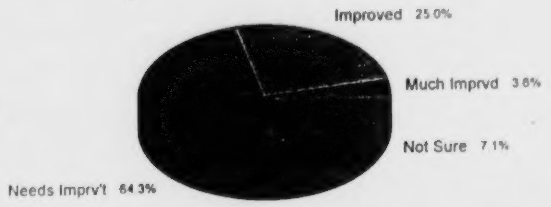
Staff forums are being held as requested by staff and/or administration.

PARTICIPATION: QUESTION # 1



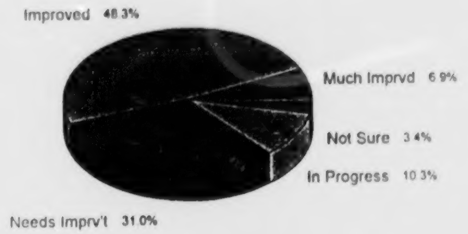
Ad hoc committees have been formed.

PARTICIPATION: QUESTION # 2



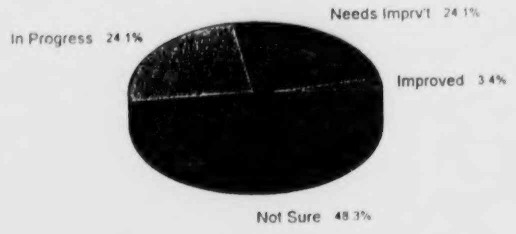
All possible options being investigated before major decisions are made.

PARTICIPATION: QUESTION # 3



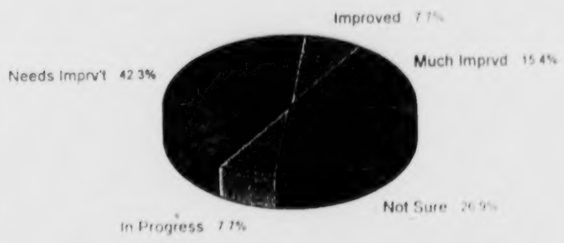
When appropriate, use of input from staff and students through site council, inner school reps, and student council in decision making process

PARTICIPATION: QUESTION # 4



Keep staff informed of -- and involved in -- pending decisions over summer.

PARTICIPATION: QUESTION # 5



Decision levels (1, 2, 3, etc.) are clarified before asking for input

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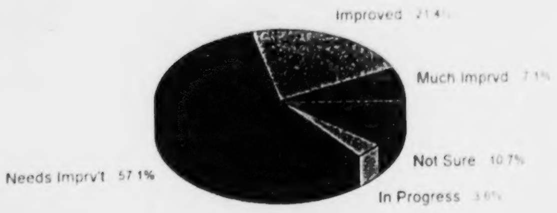
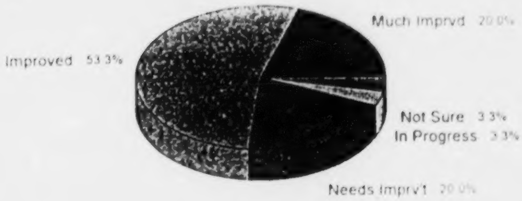
TEAMING: QUESTION # 1



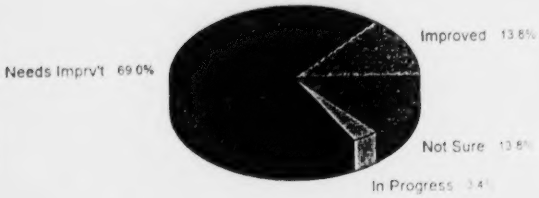
Following established procedures for keeping students and staff on the same team.

TEAMING: QUESTION # 2



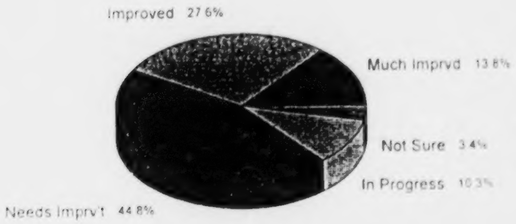
Wednesday inner-school meetings are being kept "sacred."

TEAMING: QUESTION # 3



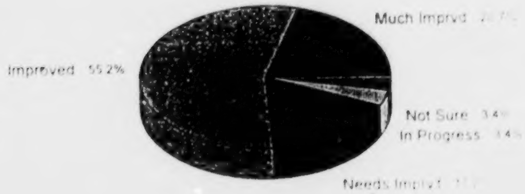
"Cross-overs" are being avoided in scheduling, whenever possible.

TEAMING: QUESTION # 4



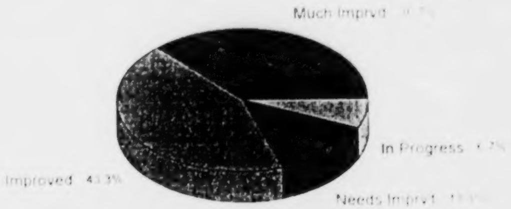
Inner school teams have much latitude working with their students' schedules, expectations, teaching strategies, themes, etc.

TEAMING: QUESTION # 5



Classified staff have been encouraged to participate on inner-school teams

MORALE & PRIDE: QUESTION # 1



Activities sponsored regularly by teams, student council, and the office

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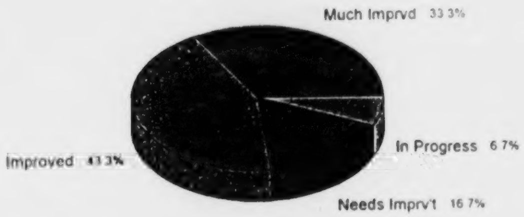
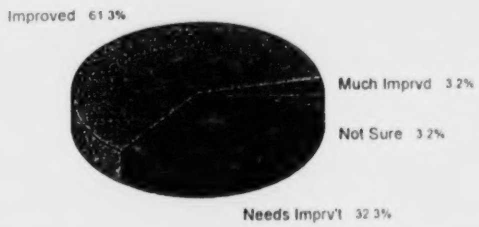
MORALE & PRIDE: QUESTION # 2



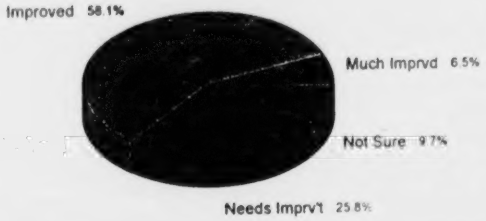
Recognition and/or fun activities held regularly by inner school teams.

MORALE & PRIDE: QUESTION # 3



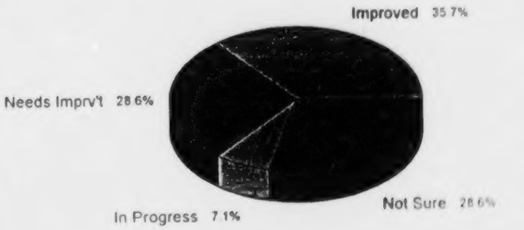
Themes held regularly by administration and student council to promote respect, unity, spirit, etc.

MORALE & PRIDE: QUESTION # 4



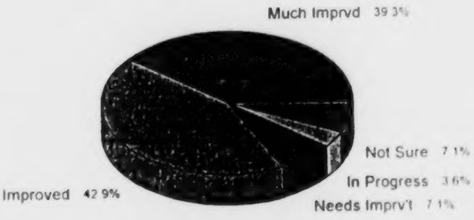
Increased staff social events.

MORALE & PRIDE: QUESTION # 5



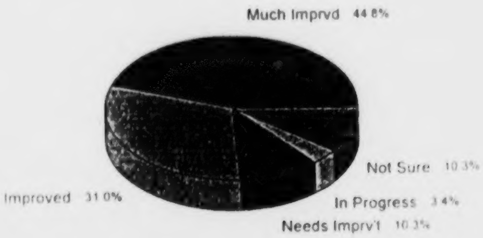
Inclusion of achievement/athletic awards for newspaper.

MORALE & PRIDE: QUESTION # 6



Feature student work in hallways.

MORALE & PRIDE: QUESTION # 7



Student representatives on site council.

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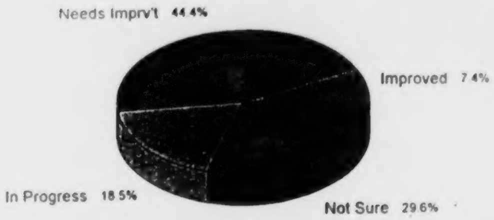
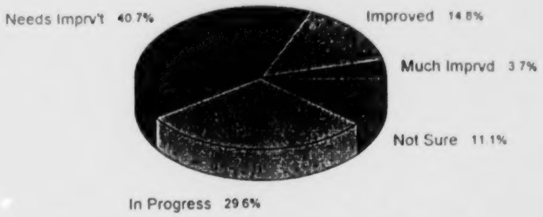
EFFECTIVE USE OF TIME: QUESTION # 1



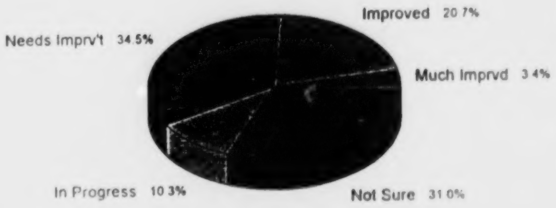
An annual review of time usage by staff, students, and administration.

EFFECTIVE USE OF TIME: QUESTION # 2



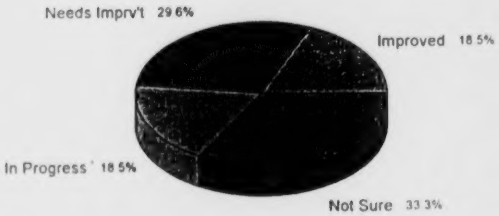
An annual review of scheduling.

EFFECTIVE USE OF TIME: QUESTION # 3



An annual review of duty (non-class supervision).

EFFECTIVE USE OF TIME: QUESTION # 4



An annual review of non-instructional time (prime time, passing time, lunch.

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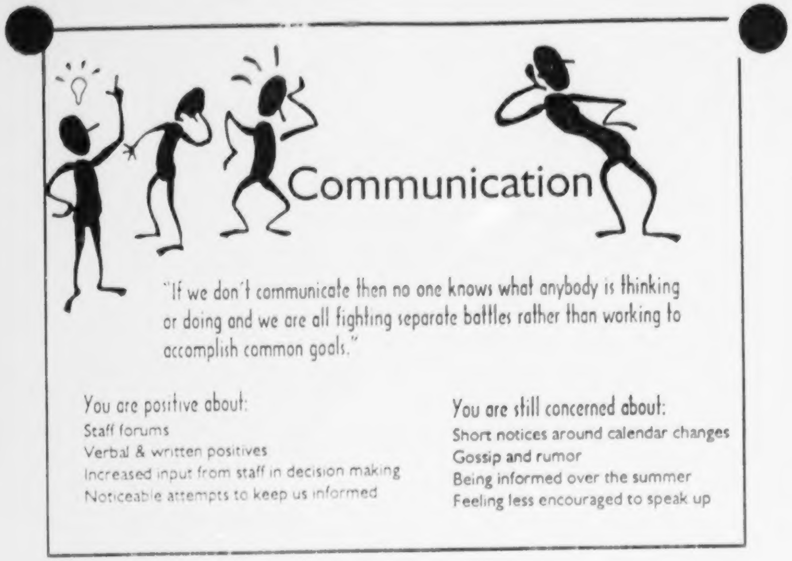


Communication

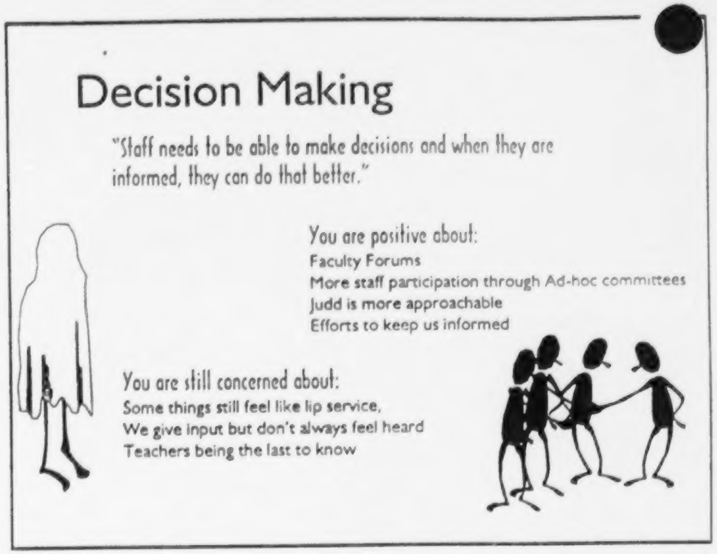
"If we don't communicate then no one knows what anybody is thinking or doing and we are all fighting separate battles rather than working to accomplish common goals."

You are positive about:

- Staff forums
- Verbal & written positives
- Increased input from staff in decision making
- Noticeable attempts to keep us informed

You are still concerned about:

- Short notices around calendar changes
- Gossip and rumor
- Being informed over the summer
- Feeling less encouraged to speak up



Decision Making

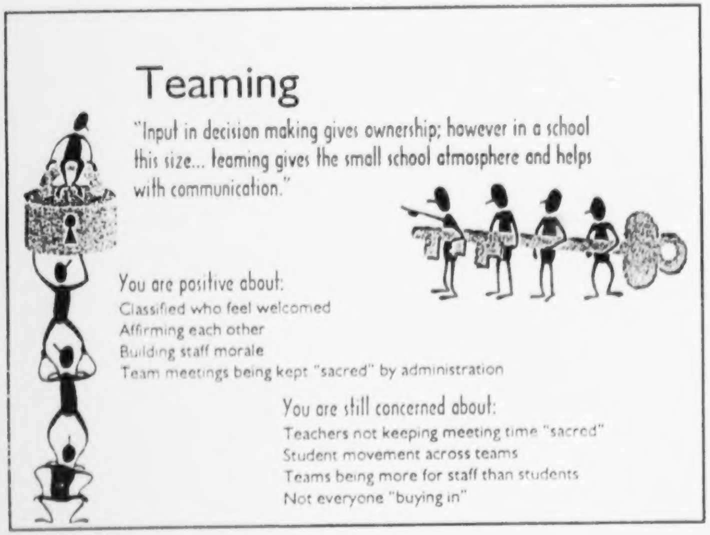
"Staff needs to be able to make decisions and when they are informed, they can do that better."

You are positive about:

- Faculty Forums
- More staff participation through Ad-hoc committees
- Judd is more approachable
- Efforts to keep us informed

You are still concerned about:

- Some things still feel like lip service,
- We give input but don't always feel heard
- Teachers being the last to know



Teaming

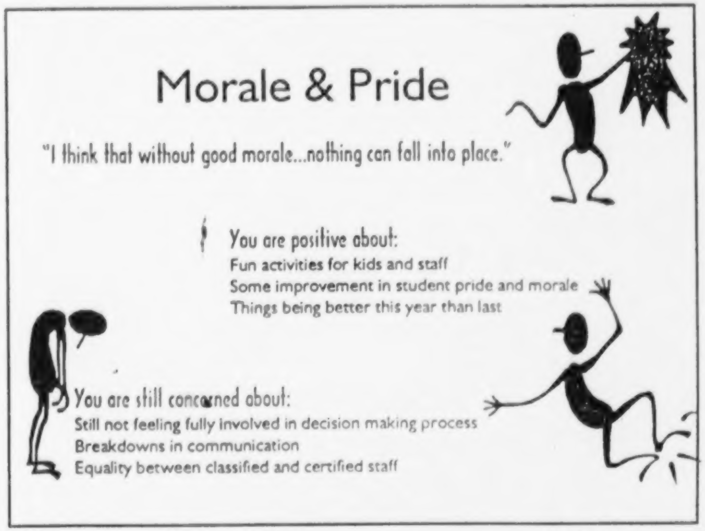
"Input in decision making gives ownership; however in a school this size... teaming gives the small school atmosphere and helps with communication."

You are positive about:

- Classified who feel welcomed
- Affirming each other
- Building staff morale
- Team meetings being kept "sacred" by administration

You are still concerned about:

- Teachers not keeping meeting time "sacred"
- Student movement across teams
- Teams being more for staff than students
- Not everyone "buying in"



Morale & Pride

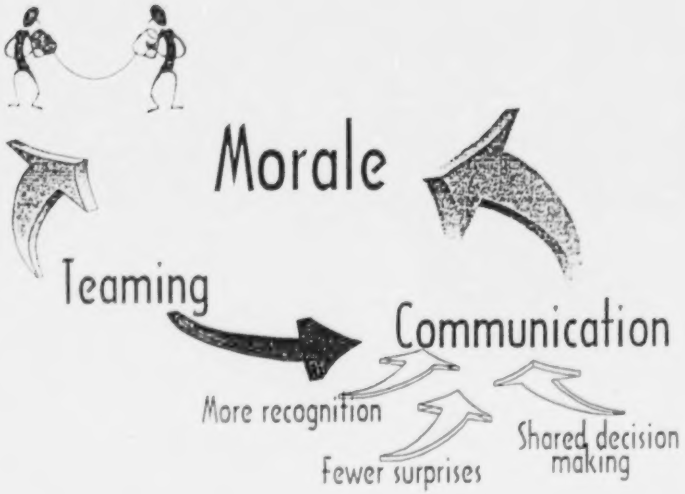
"I think that without good morale...nothing can fall into place."

You are positive about:

- Fun activities for kids and staff
- Some improvement in student pride and morale
- Things being better this year than last

You are still concerned about:

- Still not feeling fully involved in decision making process
- Breakdowns in communication
- Equality between classified and certified staff



Morale

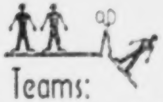
Teaming

Communication

More recognition

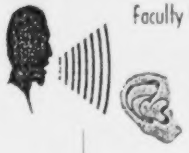
Fewer surprises

Shared decision making



Communication:

Faculty forums



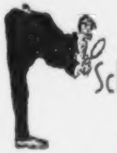
Teams:

Everyone Committed & Supportive
No changes

The BIG Themes

Discipline Policy:

Get it in place and be consistent
We want our school back!
Simple and strong



School Improvement:

Keep the Plan in front of us
Carry over into the new year

Pick a cliché...

We've bottomed out...we're letting go

Don't change willy-nilly

Let's hit the road running

Let's not reinvent the wheel

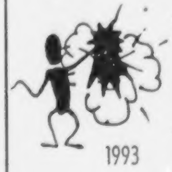
Let's not spin our wheels

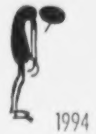
Consider the domino effect

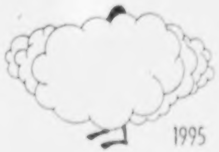
If it ain't broke...don't fix it or even if it is broke...don't fix it

the bottom line is......

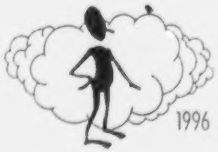
Last year we saw Lincoln as a school still looking back at what it had been...

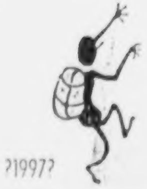






This year we think you are telling us that you are ....





Interview Feedback

Area of Importance	Why?
Communication IIIIII	**Why?**
Communication , Staff & Student Morale and Pride	Can't be separated
Communication spills over into the morale issue	It's a common thread throughout all the other areas.
Communication & Participating in Decision making	What trickles down from that for me is morale and pride, it affects how I feel about my job.
Communication	It's the bottom line and the underlying problem area
Communication in general	Lack of communication leads to a breakdown to morale of staff, confusion of students, staff as well as parents
Communication is # 1.	
	If we don't communicate then no one knows what anybody is doing and we are all fighting separate battles rather than working to accomplish goals.
	It seems to be on a needs to know basis…less than Democratic. Teachers often the last to know.

Additional positive information	*Still needs work*
Don't see any, don't feel encouraged to communicate, when a decision has been made it's been made, so what are you going to do about it?	If you felt OK about voicing your opinion a lot of things could be smoothed over.
Judd had tried to include staff more in decision making; More attempts at developing staff morale and pride.	
More verbal recognition	It's on the decline; give staff more power in decision making.
	A real lack of honest communication that is accountable (for example around scheduling) , things turn into to gossip and rumor and feelings get hurt.
Office staff does good job of trying to keep us informed, administration has tried to remedy things when they get a sense we're not happy or they "missed us".	Still a break down from the office to teacher communication (probably more administration than office staff)
Verbal and written positives have increased, effort is there.	We don't find out stuff, this is a really needy area and affects morale.
Amount of verbal and written positives have been increased.	
Staff forums were successful after we got past forum looking like staff meeting	
	Still the breakdown of communication in last minute changes made at the administration level just "oh by the way"… to teachers; absolutely not enough time to plan and notifications of changes.
I think communication is better know. It use to be worse, rumors aren't as bad now.	
	….we'll see how the "keeping staff informed over the summer" goes.
	Feedback from students on teachers is inappropriate, not an accurate assessment. Sometimes it feels like nobody ever knows what happened.;

Forums are effective when run by staff.	something happens and then people whisper about it and it is kind of like on those police scanners when you never get to hear the end of the story; to communicate to everybody and to choose what everybody should know would be a tough job, but it just seems like sometimes you don't understand. The staff forums; two staff forums and both of them were interrupted by them bringing someone else in. One of them was someone who came with Cleo. Cleo had made the arrangements, but the information was never given to us. If forums are for staff then they should stay that way. Short notice on changes in calendar events that make major problems for teacher plans. They need to start earlier in the year.

Participation in Decision Making IIII	**Why?**
Increased participation in decision-making.	Even though we invest a lot of time and interest in several areas…I don't see us reaping rewards and that is frustrating. Empowering teachers to take ownership. Teachers better able to make decisions about kids invested so we don't sabotaged. This leads to better morale. We know our needs and priorities. We do a lot of work we don't see results. It's often just lip service, we are expressing more wishes, but different decisions are made.
Additional positive information	*Still needs work*
Some of the committees have done a good job getting information and using it; they ask us more often…. Effort being made to let us know about ongoing progress I think more than ever through the forming of sub-committees, more staff in this school are participating in decision-making at some level. The forums are an improvement in this area. Teachers get an opportunity to talk about how they feel. Judd is approachable. Teachers are getting together inside school to talk and plan. Through Ad-hoc committees more staff is participating in decision making.	Still not in on some decision making or thought something was decided and something new has come up or something different . but I don't think they listen any better and levels aren't clarified until later Still feels like some decisions get made without regard to the majority view. I still think the area of decision making is a little weak. Some parts, staff is being asked for input, but other things we are not being asked and decisions are being made without our input. Decisions made w/out teachers being listened to. We give input, but it is not heard and we have no impact. Sometimes the last to know. Things change with no notice. The issue maybe "should there be level 1 decisions" rather than "is the level clear".

Teaming IIIII	**Why?**
Teaming piece	It's where the Middle school needs to go
Teaming and inner schools	Input in decision making gives ownership, however in a school this size... teaming gives the small school atmosphere and helps with communication
	We are so new at it, we're *on* teams but I don't know if we *are* teams, need to be working with the same group of teams to be effective
So important	So that people feel they belong and that affects morale and pride; feel included as an equal staff member
Teaming	Teams are not equal. Becomes competitive. Leaders need to meet and bring up ideas that the whole school can do
	Right now it is not working... all must buy in. Divisiveness and competition lead to morale factors

Additional positive information:

If we are going to do it, it should be supported by all

As a classified person... I feel my input is valuable to my team...when I can go; very comfortable and appreciated.

It is the place for a good discipline policy to get started (within the team)

We are good at affirming each other and building each other's self-esteem

Helps staff more than students.

We are building our own discipline plan, we'd like to build our own schedule

Team meeting times have been kept sacred , we think we have latitude to work with our student's schedules but we haven't pushed it and we don't know if it will really play out without the staff

Wed. meetings have been "sacred"

Some teams have worked hard to build staff morale

Still needs work:

Teams are a joke and if anything they serve to separate rather than unit, competition among staff, kids don't even care

Logistics -wise... personality- wise there was not a willingness to team or share

Administrative intervention in problem areas has had little to no impact, teams need to have full support to be effective

We don't have time to discuss the kids we have in common, if we could develop as a true inner school we could do a lot better job for the kids

Quit changing kids schedules just to humor them, let them learn to adjust

Sometimes the inner school teams can be divisive, people can get competitive kids and staff. Is this a healthy thing? Kids don't feel ownership around teams. Is it still a trend?

Not everyone buys into teams and the teams do not function in an equal fashion

Even my block is not pure, students switch lunches at will

Not all classified feel invited or included

Chosen not to participate on a team. They forgot to included the classified staff at the beginning so just don't take part . Last year and it was a big waste of time. We felt not included and less important

Almost no regard for students being switched

Teams are not well-rounded enough and competition

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ood job of keeping meeting time "sacred" by dministration,	/diverseness between staff growing No time to talk about kids and themes Rumors that some team meetings are a waste of time but not teachers Still not everyone is included or supported to be part of teams

Staff Morale & Student Pride IIIIII

Staff Moral and Student Pride	2 problem areas over the past few years with all the changes that have happened that haven't improved much This year is not as bad as last
	If you're not happy where you're working, you don't do a good job
	If you don't have affirmations from where you work that what you're doing is valuable (with all the bad press even nationwide) pretty soon you're not sure if it is
Morale and Pride go with Communication and decision making	
	Staff morale is low, I hear more people complaining about frustrations and lots of time it's because of some communication that they aren't getting
	If the staff doesn't feel they're being involved with the decision making....then morale goes down
	Telling people verbally and in writing that they are doing a goo b has increased by the administration. I think it has increased a I think they have gone out of their way to make that better. They have been so much more supportive.
Staff and student morale	I think that without good morale nothing else can fall in place
Additional positive information:	*Still needs work;*
Last year was the worst, people just working through the day to get out of here; this year a little more effort to do things for kids; having sports back is a plus	Staff and students don't always know what's going to hit them next
We do some fun things as a staff, we get together at lunches Tried to set up activities to promote respect etc	
Yes we do regularly sponsor team activities Social events have increased for the staff, if kids are involved, yes things have improved	don't feel staff morale has improved by the things listed in this section not the reasons morale is low
Teachers given a period "off	but classified wasn't, that might be nice
Better this year compared to the last few	It needs to be equal between classified and certified
Verbal and written positives have increased	
ings in this area have gotten much We have more ming, more forums, activities so morale goes up with these things	
More work is being shared Some improvement in student pride & morale	More student work on display, celebrate creativity still too much conflict between students

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TIME

	my personal time is not being used effectively
Additional positive information	*Still needs work*
We do review our time issues, We *are* reviewing	We don't have a say…we get told what to do. Stuff from outside, let's look at it.

Generally Speaking… Areas of Improvement	**Generally speaking…. Areas the still need attention**
Communicating with people, listening, let people know in advance what the decision is in advance…	Not there yet.
Ask me next year.	
Our inner school team, strong, fun, good communication among team members.	Scheduling is always a rats nest…maybe more than annual review; annual review of duty isn't enough, Communication (more and more going on and things get dropped on us), across the board has to be stronger.
	Better communication between councilors and teachers; lots of schedule changes done on a whim, parents should be involved in schedule changes too; people (administration) go through the motions , no good clear communication (consistency).
Nothing	
More FYI's, more positives, although not enough.; more informative meetings and more attempts at positives. More committee work.	But….sometimes it still feels like committee work gets done but decisions are already made or are made differently despite input;
	Everything still needs attention.
There's been an effort to see what is not good for morale, there has been an effort to change.	
Nothing stands out "hugely".	Increased participation in decision making still needs some work. Check the wording….participate doesn't necessarily mean you get what you participated in. Most of the frustration is here.
	Real teaming is more around kids and things like thematic planning.
I've seen improvement……from administration. It makes a huge difference to know they're trying; Wednesday meetings are sacred.	Support for teaming , it hasn't been equal or supported across the board. Communication can still be improved.
Communication between site council and teams is good communication prompt; monthly news letter was good; some ad-hoc committees are effective input is valued.	Would like to know more about the other teams, feelings of isolation; some decisions still get made regardless of input.
Some improvement in morale in part due to active student council, lunch activities and golf game are evidence of the staff's attempt to improve morale	
Communication is better	We have a long ways to go.

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Morale has improved. When you have better morale between, you have better morale with students. I think morale is a lot better.	The competitiveness between the teams, one group is going to Keiko, one group is going roller skating, and then this other group thinks they have to do something and that is exactly what they said, it is too bad that the teams can't each have an advisor that meets with the other advisors to plan things together; that might help make things less competitive.
The students council we have had this year is the best we have ever had, because of the people who are running it. Becky & Judy; fosters pride and makes it a common goal and builds student morale.	The "rumble" was handled badly. It was held under control, but the admin. called each of the sixth grade classes down, and everyone was punished by losing passing time; "if they don't get it together they will lose activities." They are talking to the wrong kids; the kids that are doing this stuff wouldn't be participating in those activities anyway
	The law around disciplining of kids with disabilities causes a lot of hard feelings. We use different strategies for different kids.
Nothing-things have not improved overall	Decision making power would lead to better morale. Teachers need to feel good- be models for kids. Teaming not working yet. Everyone is maxed out. More work on communication.
Handling of the kids has gotten better.	Some people still not satisfied though
Communication is a little better.	Teachers still forced to improvise because of the schedule.
Forums are good. We need them at least 3 or 4 times a year.	

AN AREA THAT IS MISSING:

Discipline issues IIIII

It's pretty inclusive, very well done

Accountability... hold people accountable for their actions or inactions, lack of accountability breeds apathy.

Get a discipline program back in place; there's no consistency

Consistent follow through with discipline. We allow to many extenuating circumstances and it's the same kids over and over.....We're not teaching life skills but giving so many chances.

Parents want more, we have to get serious about our reputation in the community. When kids are disrupting the learning environment of other kids... be aggressive in finding alternatives. We are a lot better school than our reputation

Everything is covered

Discipline is a real problem. No consistency and this causes poor communication and bad feelings between staff and administration. Teachers need to understand that the admin. Hears stuff from kids that we don't and they have to treat each kid individually based on their circumstances. People need to let the administration do their job and worry more about the kids. Develop a new reading program and quit worrying about all that other stuff. Kids are falling through the cracks.

Discipline is always going to be the hardest part of the job. Main thing teachers need help with. Follow through on discipline from the office. We have different sets of rules for different kids

Where should this Plan pickup when the new school year begins?	Areas to focus on:
ing it out and look at it again, what did we do well and ere do we need to focus, continue to hammer away at this and perhaps add a couple more.	Really need to continue to focus on all the areas ;Pick up something that has to do with instruction (action plans to develop reading and writing instruction) If there are teams…focus on making them more effective with thematic approach to teaching. Focus on what the staff wants even if it goes against what the administration wants.
Refresh people's mind on it, have more faculty forums and use the plan/ have one morning meeting a month to check in with the document, keep it in our sight; pull us together.	
A lot happens in the summer, keep staff informed and then start with that…do a check the first week in August. Start on a positive note; start with document and begin there, put it to good use.	Communication with parents is really the most important thing for kids; positives.
Start with a good strong outline, start off strong and simple.	Convince people that the inner schools are important; they are key to everything here. ALL people MUST buy in. One or two cannot sabotage it for the others.
Administrative team need to take a good look at this and as administrators take some leadership in filling in where the improvement needs to happen and put some things in ce.	Leadership….say here's what we need to do…so let's do it. If there's a problem let's have them say there's a problem…how will we deal with it?
Force the team autonomy issue because it's good for kids.	Continue to do things to keep morale up.
Use the feedback and take a look at the low points. Keep this in front of us	Start in right away on morale and communication, get over the negativity thing and get over the hump.
Don't drop it	Staff is very divided this year and cohesion is undermined by a few. Focus on unity for the good of the staff and students.
Develop a proactive approach to discipline.	Focus strongly on keeping lines of communication open and learning to trust. We need to take our school back…say what we mean, mean what we say
Stay on the scheduling issue early….the day is too long for kids and with added duty, no real planning time	Common planning time
At least picked up…	Communication
Look at Teaming issues again early	Is it a priority? Is it mandatory? Can everyone support it/ Try to keep inner school exclusive for planning and teaching. How can we schedule our team time better so we can talk about kids
Site council and staff will revisit it	Refine it and continue to work on problem areas.

Continue with the communication aspect	We have good students and staff. Build on this by continuing with the administration continuing to improve communication.
We should start with an open-forum. Get going before he house is on fire and we're trying to put it out	Focus on consistency from changing students and staff schedules, discipline
My main concern is that we have carry-over from this year	We have a lot of things going this year, a lot of processes that we should keep. We need a year long calendar with staff input and we start getting the big picture a lot earlier. EMPOWERMENT!!! Staff needs to be able to make decisions and when they are informed, they can do that better. OWNERSHIP over your job
Do an initial meeting & give us back the info	

Extra info

Faculty Forums valuable, but not all staff can attend (classified)

We cannot spend our time backing off on discipline and expect to get it back mid year. Kids need to know there is a consequence for their actions and they need to know teachers are not afraid to enforce them and that the administrators will back them up

Faculty Forum: let's plan them and have them be faculty facilitated and deal with things we can and transfer appropriate items to the site council

Do not change the teams, that would be the end of them. You have to be together longer than a year

Do the true forum style, it can be a valuable way for us to express ourselves if everyone can move past being defensive.

Staff forum to date have been a joke because the administrators go and people do not feel free to speak

Absolutely keep the teams together. No changes over the summer

We need to trust our administrator to be our advocate.

There's an edge in the hallways, kids are ruder, pushier and louder, we need more people...parent volunteers would be great, there also has to be a better solution to prime time; I really like to see a study hall or reader's workshop type thing

Forums, we don't have enough of them; we get a lot done around areas that could possibly get bogged down traveling to and from site council

More Forums and no willy nilly changes...consider the domino effect.

We need to start at the beginning of the year and be consistent from the start

More staff forums

Teaching thematic units in Teams

People want too much choice. They should let the administration run the school and focus their energies on the kids

Open forums are great if not taken up by outside agendas

The issues listed under Morale in the plan do not really address the problem

Clarify who "office" is in the plan...is this secretaries, administration, counselors????

TEAM MAP INTERVIEW GUIDE

3 adjectives that describe the team function /operation:

3 things the team is focused on, trying to acheive:

3 things the team has accomplished:

How do you plan

How often do you meet

How do you communicate in between meetings:

What topics do you discuss?

How do you as a team view yourselves in relation to the school...Are you innovative...

3 issues for the team:

What is the link to the the larger body; how do you let leadreship know issues?

What is your vision of the school in 5 years?

3 adjectives to describe the school:

3 issues the school faces:

3 accomplishments of the school:

RSR Parent Interview

1. Describe what the school year has been like for your this year.

For your child

2. What do you think the school's focus/agenda has been this year?

3. What are some of the issues facing the school?

4. What is the faculty like?

5. Which staff members do you have contact with?

6. What do you think the school has been able to accomplish in the last few years?

Report to Lincoln Middle School:
A Post-Brown Document

An Interim Case Study Report of the Reinventing Schools Research Project

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REPORT TO LINCOLN MIDDLE SCHOOL: A POST-BROWN DOCUMENT

In the fall of 1994, a University of Oregon College of Education research team met with the school site council to propose a collaboration with Lincoln Middle School staff. The team had received a federal grant to study current special and general education reforms, especially the degree to which these two streams of reform supported or impeded one another. Lincoln was viewed as an ideal study site given the district's policy of special education inclusion and the school's recent efforts to respond to the Oregon School Reform Act. A related goal of the project was to develop closer ties with schools in an effort to ground university-based teacher training in the day-to-day realities of schools. In return, the team proposed to assist with any problems related to reforms that the staff thought collaboration might benefit. The team pledged a variety of different forms of assistance, including participation in joint problem-solving efforts, library searches, help with identifying additional resources, augmenting communication among staff and so on.

The council members thought the collaboration might be helpful but stressed the importance of its lightning staff's workload not adding to it given that staff now had larger classes, team meetings, and committee assignments. The team suggested and the site council agreed that before the team joined staff in any problem-solving, they should first get to know the school, talk to teachers, visit classrooms, etc. The council preferred to leave the final decision on the matter of collaboration to staff themselves and proposed that the team present its offer at a faculty meeting. The team did so and the idea was favorably received. Staff seemed particularly responsive to the idea of the team's interviewing staff and reporting their findings in order to learn about their colleagues' views.

The team began interviewing teachers and other staff members in January. With only a few exceptions they interviewed nearly all the professional, clerical, cafeteria, and maintenance staff. They summarized their findings in a set of graphic overheads that they presented to a specially arranged faculty meeting. The team, then, interviewed a sample of parents in the spring. The findings revolved to a great extent around the school's adoption of a middle school model a few years back, the Brown Document that guided the reorganization, and the rollback of reforms that occurred in the wake of subsequent budget cuts. The research represented a kind of taking stock of the school in the "post-Brown era." It served both to describe current LMS educational practice and to begin to identify the paths that might lead back to the fuller middle school model of which faculty were so proud.

The current report seeks to make a direct connection with the earlier Brown document but differs from that document in crucial respects. First, this report was produced by university researchers not school staff as in the first case. The researchers largely determined the questions asked with the site council's approval and made choices about how to organize the findings. Doubtless, the report differs in tone, content, and language as a result. Nevertheless, it is based on staff and parent interviews and school observations and in this sense contains far more comprehensive input from the school community than most school documents. Second, the report does not present a reform plan as the Brown document did. It does not need to. By nearly all accounts the Brown document describes what faculty still want. Rather, this report describes current views and observations of teaching and learning at Lincoln. The information is intended to facilitate reflection on current practice and to inform planning.

The findings as well as the faculty's comments on them are described below in relation to the major categories of information that the team collected. The interview forms that were used to collect information are included in the appendices.

FACULTY/STAFF INTERVIEWS

Two university researchers interviewed staff during the months January-March. The researchers scheduled 30-minute blocks of time to talk with staff generally after the school day was over. Before the researchers began each interview, they explained its purpose --to acquaint the research team with the school and the staff with other staff's views as a prelude to identifying problems that the team and school staff could work on jointly- and made a formal assurance of staff members' confidentiality. For the most part, staff seemed to share their views freely and to enjoy the opportunity to reflect on the school. Only a few teachers were never interviewed because no mutually agreed upon time could be found after several attempts. The actual numbers of persons interviewed in each category of staff are presented in Table 1.

Table 1
Number of school staff interviewed by university team

Faculty	Educational assistants	Clerical	Custodial/cafeteria
32	7	5	4

The researchers also attended a regularly scheduled meeting of each inner school team and a variety of school meetings and special events (the Cultural Fair, dance, special education problem-solving session, site council meetings, and faculty lunches). The information collected in the latter settings is not reported separately here but very much helped the team gain a deepened sense of what staff expressed in the interviews. The group interviews conducted with the inner school teams were lively and often humorous. The researchers usually sat in on the regular portion of the team's meeting before interviewing the team. The group interview questions closely paralleled those asked in individual interviews. These interview sessions provided enormous insight into the "business" of teams, the character of each team, and the quality of social interaction among teachers.

The interviews were taped and transcribed to enhance accurate summarization. The team chose to organize the findings not around each interview question but rather around what seemed to be the most significant themes or points that emerged. The points deemed significant were those that staff repeatedly made in the interviews, for example, Lincoln used to be a cutting edge middle school. Alternatively, important points arose out of a striking pattern of responses of which staff themselves did not seem to be aware. For example, teachers enjoyed less open channels of communication with others than they did with counselors or administrators.

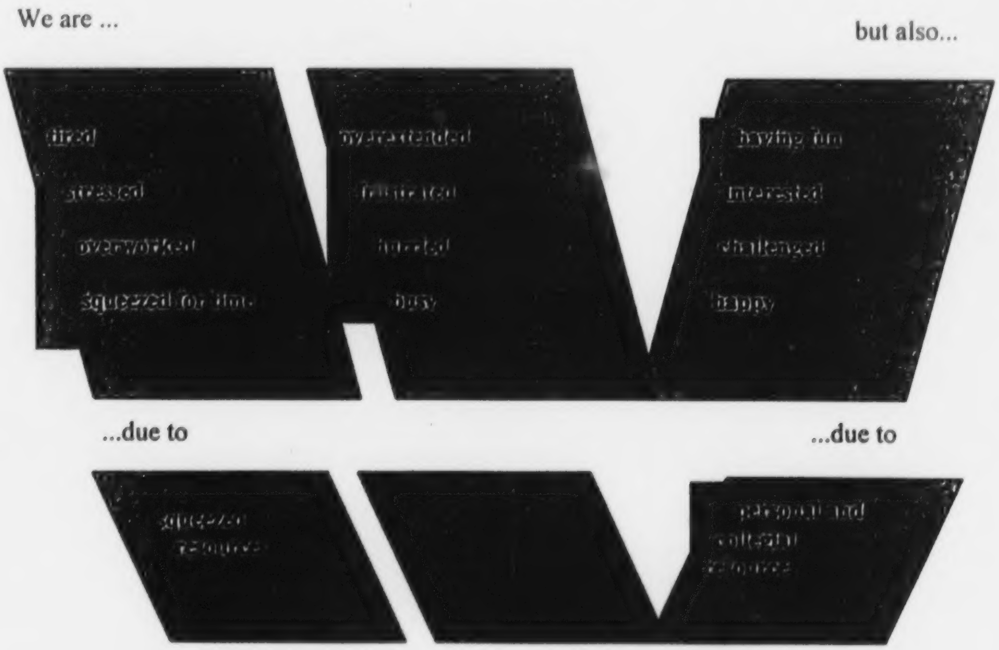
A member of the university research team shared the findings of the interviews with the staff at a faculty meeting in April. Graphic figures were used to convey the information in as effective and efficient way as possible.

Faculty/staff interview findings

The overarching theme to emerge from the staff interviews was the fact of teaching in a comparatively resource-poor environment. The district-wide budget cuts which had been made two years prior to the current study carried near-traumatic significance for most of the surviving staff. The reduced resources with which the current staff operates colored nearly all of the other sub-themes and issues that the research team identified. The smaller budget affected staff morale to be sure, but it also influenced how staff pursued middle school education and, unquestionably the effectiveness of practices that had been established within a resource-rich environment. As a result the sets of findings discussed below are often framed by the issue of educational resources.

Faculty morale. Staff were asked to name three adjectives that described both how the year was going for them and for the school as a whole. In most cases staff felt their experience of school matched that of their colleagues. And with few exceptions, staff members chose descriptors that were similar in meaning and proportion of negative to positive terms. Roughly two of the three adjectives named were negatively toned and referred to operating in a busier than ideal environment. Most often, one of the three was positive in tone and implied that the staff member was able to find satisfactions in the midst of a quite harried existence at school. Figure 1 presents some of the more often identified adjectives. Despite the dominance of the somewhat negative terms that staff used to describe their year, the regularity with which staff identified positive attributes was striking.

Figure 1: LMS Staff Morale



The figure also points out that the busy/overworked type combination of descriptors was related to staff's experience of coping with diminished resources; while the positive terms described pleasures that seemed to stem from staff's own personal or collegial resources. When staff were asked to explain why they chose terms like tired, stressed, etc., to describe their year, they responded that budget cuts had resulted in larger classes and a shrunken administration with reduced capacity to support teachers. In addition, many said they had too little preparation time given that numerous responsibilities or unproductive meetings infringed on this time. Staff explained that the positive descriptions --having fun or remaining interested in their work -- most often had to do with their abiding concern for students or

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their positive regard for the faculty whom they often described as friendly, supportive, cohesive, and committed. Many teachers had been at Lincoln for 15-20 years, knew each other well, and had good friends among staff.

There were, perhaps, some important exceptions to these general findings. For example, one staff specialist had a wholly positive outlook on the year because the budget cuts had intensified staff needs making the specialist feel more fully utilized and drawn more deeply into the school. In addition, the cafeteria and maintenance staffs did not appear to experience the same adversity as the teachers and clerical staff. The cafeteria personnel, in particular, who had had to implement cost-cutting measures felt they were still able to manage their work in an optimal fashion.

When the faculty were presented with this information, some felt it portrayed teachers more negatively than was actually the case. The university team's sense of these interview responses was that they were not extremely negative and that they would not be too different from those of any other faculty operating in the current state of diminished resources and heightened public expectations for school effectiveness. Again, the university team's impression was that staff continued to be fairly upbeat in the face of increased pressures.

Reform milieu. The university interviewers asked staff how reform-minded they thought the faculty was, that is, whether they tended to embrace innovation or be more conservative about change. Their responses indicated a high degree of consensus that the majority of teachers were traditional while a smaller number liked to try new methods as they became aware of them. The staff's explanation of the teachers' conservatism was that the budget cuts had eliminated the newer, younger teachers who had used innovative practices in their classrooms. Teacher after teacher interviewed bemoaned the loss of these teachers who they felt had inspired their own teaching.

Staff were also asked to reflect on the school's major accomplishments in the recent past. Nearly always, they recited the history of the school's transition from a junior high to a middle school in 1990 and, most particularly, their development and implementation of a middle school organizational plan which was viewed as a cutting edge model around the state. They invariably pointed out the central role played by a previous assistant principal in developing the plan and the plan's merit and workability which they attributed to broad staff input. The plan was contained in the "Brown Document" which was still maintained as a comprehensive statement of Lincoln's philosophy and organization despite the fact that much of the integrity of the plan had been lost to budget cuts.

A few teachers were not as enamored of the new middle school model as the others. They were happier with the junior high concept modeled after high school because it concentrated on academic subjects. They found the middle school's concern with students' social development lacked merit or forced them to operate in a manner uncomfortable to them.

All staff seemed to agree, however, that the budget cuts made it impossible to organize the middle school as formulated in the Brown Document. They had tried and failed to find ways to preserve the inner school structure and the program of electives. What they were then forced to live with was a set of four inner schools in name only. Teachers instructed students from more than one inner school because there were too few teachers in some areas to permit their exclusive assignment to one school. Inner school teacher teams existed and met regularly but were unable to discuss instruction because they did not share students in common. Instead, the business of team meetings was schoolwide issues, particularly those matters brought before the site council and passed on to teachers for their input.

The spirit of the inner schools seemed to live on only in the language arts blocks, that is, 2 or 3-period blocks that English and social studies teachers had with their students. Here, students found a home base and were most likely to encounter middle school practices such as interdisciplinary curricula and heterogeneous student groups.

The differences in middle school organization before and after budget cuts are shown in Table 2. They indicate a rollback of activities on many points. The addition of an early release day on Wednesday to permit increased planning during the current year represents a plus in theory although some teachers complained that the time was consumed by too many unproductive meetings, particularly team meetings where teachers were unable to discuss students.

Table 2: Lincoln Middle School: Birth, Rebirth and ...

Birth **(Resource rich: cutting edge middle school)**	**Rebirth** **(Resource poor: compromised middle school**
Inner school structure	**Inner school structure**
Teachers and students organized exclusively within a school	Teachers and students organized only loosely within a school
Number=4	Number=4
Vertical structure (6-8)	Vertical structure (6-8)
Non-core teachers assigned to team but serve community	Non-core teachers assigned to team but serve community
Inner school has name identity	Inner school has name identity
Instructional organization	**Instructional organization**
Language arts are blocked for 2-3 periods	Language arts are blocked for 2-3 periods
Traditional core courses	Traditional core courses
7-period day	6-period day
7th and 8th graders have 2 electives, 6th graders have explore rotation	7th and 8th graders have 1 elective that rotates, 6th graders have none
Teachers lead primetime after 30-minute lunch break	Teachers lead primetime after 30-minute lunch break
Class schedule is the same every day	Class schedule is shortened on Wed. to allow for planning
Student Support	**Student Support**
Multi-age homeroom alternates with primetime	No homeroom
Cross-disciplinary collaboration on student problems.	No cross-disciplinary collaboration
Teachers refer student problems to counselors	Teachers refer student problems to counselors

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The university team tried to capture as much detail as possible about how the organization of the middle school had changed because the loss of its cutting edge status seemed to carry much significance for staff: Something of which they had been very proud had been lost. Ideas for reinstating some middle school features circulated but most originated with the principal and were not well received by teachers. Tentative plans for a rotating master schedule to accommodate teaching more electives and a homeroom that required no extra teacher preparation were floated. Some thought was given to reducing the number of inner schools to three to achieve more exclusive groups of teachers and students.

Staff felt the language arts blocks were a strength, but no interest in creating more interdisciplinary curricula or collaborations in math and science, for example, was detected in the interviews. In fact, the individual interviews surfaced a tension, typically found in middle schools, between the traditional curriculum-centered/curriculum specialist and student-centered/curriculum generalist approaches. Some teachers, often those teaching the lower grades and trained in elementary school methods, championed the latter practice. Some teachers valued the former because it allowed them to teach what they knew and liked best which they felt brought out the best teaching anyway. These teachers also seemed to value the independence their classrooms gave them.

The ideas and views that staff held about strengthening the current school organization are depicted in Figure 2. Juxtaposed with them are additional reforms that are being pursued at the state and district levels and in the neighboring high and elementary schools. The latter group of reform concepts were not referred to by staff in their interviews; in some cases, they were not aware of them, for example, the district's interest in adopting a half-day teacher planning period. They were added to the mix of ideas in order to stimulate more thinking about the kinds of changes that could be made. The university team's reasoning was that the more ideas that were put on the table the more likely that staff would be able to find a way to regain their integrity as a middle school. Further, it seemed that the state, district, and even high school would exert pressure on Lincoln staff to pursue some of these ideas and that staff would have to examine them in any event.

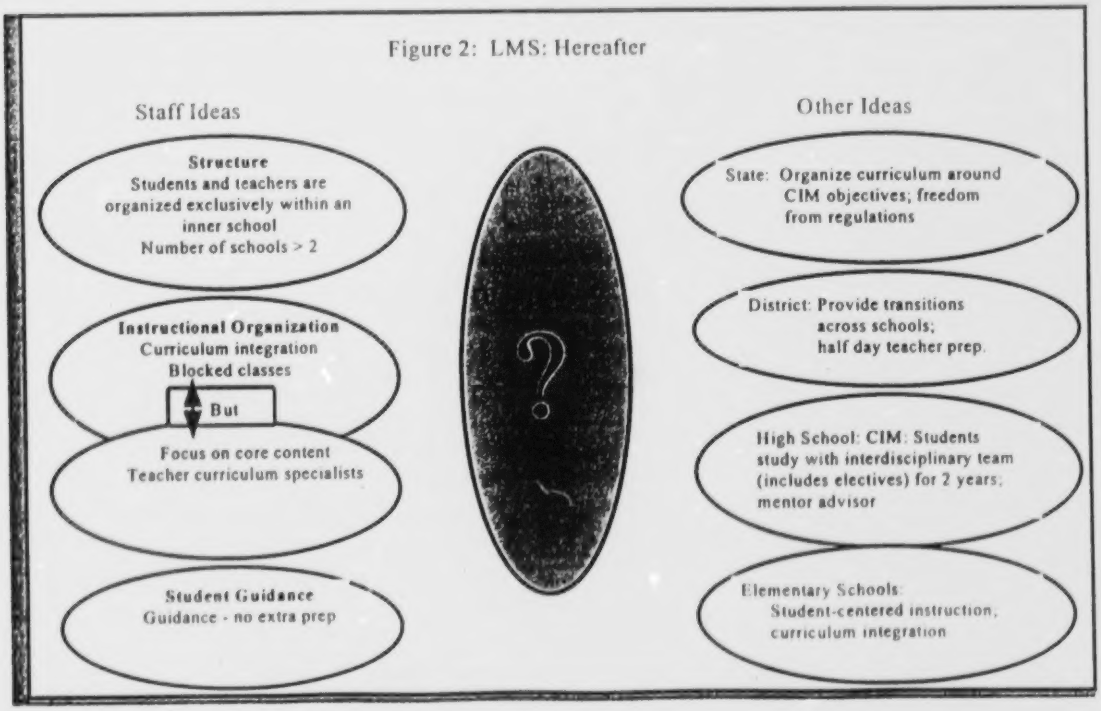
Figure 2: LMS: Hereafter

Staff Ideas
Other Ideas
Structure
Students and teachers are organized exclusively within an inner school
Number of schools > 2
Instructional Organization
Curriculum integration
Blocked classes
But
Focus on core content
Teacher curriculum specialists
Student Guidance
Guidance - no extra prep
?
State: Organize curriculum around CIM objectives; freedom from regulations
District: Provide transitions across schools; half day teacher prep.
High School: CIM: Students study with interdisciplinary team (includes electives) for 2 years; mentor advisor
Elementary Schools: Student-centered instruction; curriculum integration

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When the faculty was given this information to consider, some expressed the view that the "other ideas" felt coercive and that the university team had gone beyond their mandate of simply reflecting back what staff had said in the interviews. Most were upset that a group of university researchers knew about a district plan before they did. One teacher asked the principal whether he had conspired with the team to push his agenda for change. The university team's intention to stimulate thinking by importing these other ideas had been motivated by their impression that staff felt stuck with the present middle school structure. The team worried that if they were to report that staff viewed their finest accomplishment as having been undone and that they were powerless to do anything about it that it might elicit a "so what, we already know this" type of response and, worse, reinforce their feeling of being stuck. Regardless of whether the team's fear was justified, the reaction of some faculty pointed out in dramatic terms staff's wish to participate in planning and decision-making.

Staff collaboration. University interviewers asked staff which other persons in the school they collaborated with on a regular basis. The interviewers wanted to learn whom staff relied upon for assistance and what kinds of things they worked on together. Staff reported a variety of collaborations. Nearly every teacher participated in three different kinds of collaborative activities: inner school team meetings, faculty meetings, and consultations with front office staff, usually a counselor, discipline aide, or the principal. Some teachers collaborated with colleagues in the classroom usually in the context of inclusion. Others collaborated on ad hoc committee work, curriculum integration, or activities shared in common by teachers within a subject area.

The dominance of the three kinds of collaborations in which most teachers participate is depicted in Figure 3 by their location in the center of the circle. The collaborations in which smaller numbers of teachers are involved are located on the periphery of the circle. The site council communicated regularly and effectively with the inner school teams. Site council met at the first of the week; representatives from each inner school attended and shared issues with their teams at their mid-week meeting; these representatives then relayed their team's views back to council. While collaboration on site council business went well, however, teachers complained that this was nearly the team's only business given that they were not in a position to discuss shared classroom matters, including students. As a result some teachers felt the team meetings were not always worthwhile. Faculty meetings occurred less frequently but were the single opportunity for the principal and entire staff to discuss issues face to face. The third major form of collaboration involved individual teachers' communication with a counselor or aide about a student's behavioral or academic difficulties. Teachers were able to hand off student problems which were serious and required parental attention, to counselors who then often contacted parents and set up meetings.

Figure 3: Patterns of Staff Collaboration

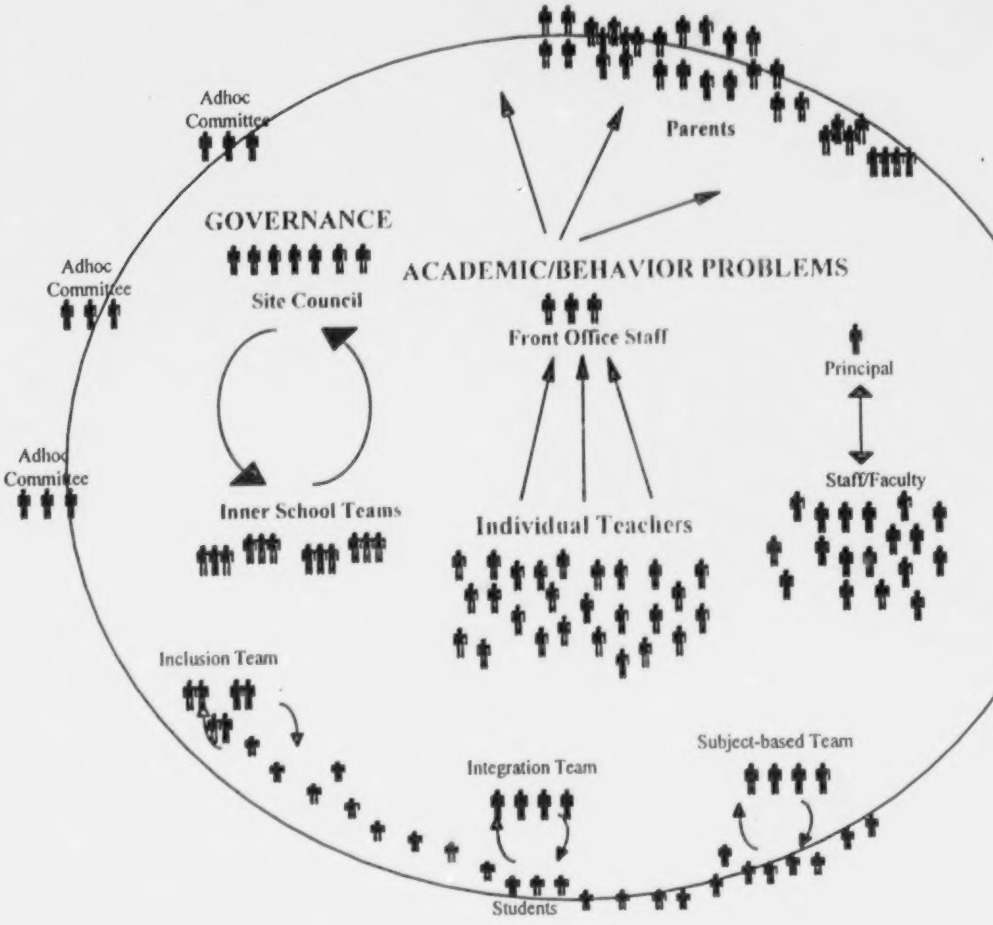
Adhoc Committee
Parents
GOVERNANCE
Site Council
ACADEMIC/BEHAVIOR PROBLEMS
Front Office Staff
Adhoc Committee
Principal
Adhoc Committee
Staff/Faculty
Inner School Teams
Individual Teachers
Inclusion Team
Subject-based Team
Integration Team
Students

Table 3 arrays several possible topics of collaboration against each of the collaborative groups identified. The three most prominent forms of collaboration described above take up important matters, but none that has to do directly with teachers' day to day curriculum and instructional needs. Only the inclusion, curriculum integration, and subject-based teams dealt with these issues of most immediate importance to teachers. Classroom teachers participating in the inclusion program worked daily with specialists in their classrooms. These teachers were ideally suited to collaborate on instruction. Teachers who collaborated across subject areas to integrate curricula, by definition, made classroom needs their focus and shared at least some of the same students in common. Similarly, teachers in a few subject areas like science and physical education whose shared facilities and equipment required collaboration jointly developed and coordinated curricular activities.

Table 3: Targets of Staff Collaboration

Who's collaborating...								
.... on what?	site council	inner school teams	inclusion teams	subject-based faculty	integration teachers	ad hoc committees	teacher-front office staff	faculty meetings
behavior problems			▨				▨	
academic problems			▨				▨	
instructional methods			▨	▨	▨			
curriculum development			▨	▨	▨			
resource allocation	▨	▨						▨
program development	▨	▨				▨		▨
program evaluation								

What was most striking about teachers' reports of working with colleagues on curriculum and instruction was that it was the one form of collaboration about which they had almost wholly positive things to say. About working with other teachers in their classrooms, they frequently said that initial reservations gave way to strong, positive feelings about their colleagues and that they would hate to go back to working without anyone. About the work of curriculum integration in which colleagues of different subject areas engaged, teachers felt energized and supported. About collaboration within science and physical education, teachers experienced social cohesion not found elsewhere.

To be sure, teachers' collaboration with counselors involved students' academic work as well as behavior but was carried out in isolation from classroom colleagues whose experience with shared students would be an invaluable resource in the problem-solving process. Furthermore, it is the front office staff, not teachers, who are best positioned to communicate with parents and administrators to resolve problems. Teachers did not complain about these patterns of communication. Indeed, they were happy to be able to rely on counselor expertise or the principal's authority to take care of matters which their classroom responsibilities made difficult for them to address. On the other hand, interviews with parents that are reported below indicated that they felt their access to teachers was inadequate.

Little discussion of staff collaboration insued the presentation of the above information to the assembled staff. One teacher wished to clarify that it was not the work of inclusion itself which led to satisfying collaborations but rather the opportunity to work with other adults in classrooms. Indeed, inclusion was a controversial practice among staff at large although it seemed accepted by those teachers who had developed enjoyable working relations. Another person in response to seeing Table 3 felt it was noteworthy that none of the collaborations involved program evaluation with the implication that evaluation of educational practices was not occurring at Lincoln.

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PARENT INTERVIEWS

With initial input from the site council, the university team developed a plan to interview parents of Lincoln Middle School students. The team proposed to interview a small group of highly involved parents and a random sample of ten parents of students at each grade level for a total of about 35 parents. The team wanted to ask the same general questions as they asked school staff, that is, how the year had been for them and their child, what they felt Lincoln's most significant accomplishments were, and with which staff members they communicated. The site council approved the plan and expressed a keen interest in learning what parents had to say about Lincoln.

The team conducted the interviews in May and June. They interviewed six parents who were highly visible at Lincoln through their membership in the site council or parent support group or involvement as a volunteer. Site council identified these persons. The team identified an additional random sample of parents from student enrollment lists and interviewed these parents in their home, occasionally at their place of work, or at a coffee shop. The team made a preliminary report of their findings to the site council in June.

Parent interview findings

Parents' views and knowledge of the school depended enormously on their role: Site council members looked at things differently than volunteers who held different views than parents with little direct involvement in the school. Aside from the highly involved group of parents, parents by and large had very little direct knowledge of the school. They were often reluctant to be interviewed because they felt they had little to say about Lincoln; they frequently apologized for knowing so little; and repeatedly pointed out that the information they had came from their child, another parent, or even their own experience as a student in the school years earlier. Indeed, with the exception of the most involved parents, the site council members, much of the information these parents possessed was out of date. For example, some still referred to the school as a junior high; most did not know how many inner schools there were or whether they even existed. Some parents acknowledged that they received written information from the school about school policy or events but often did not have time to peruse it.

The parent interviews were also striking in that parents expressed mostly positive perceptions of the school, especially staff. They appeared to harbor little rancor or ill feelings about their children's school experience. This might strike some as surprising given the community has a history of opposing school measures, including some that have directly lead to the dramatic cuts Lincoln had sustained a few years earlier. The sample may contain a disproportionate share of satisfied parents, however, since the few parents who expressed anger with the school staff in the initial telephone contact declined to be interviewed.

Keeping in mind that the most general finding was that parents were not well informed about Lincoln, the university team identified several themes of interest/concern in parents' comments. These are discussed below.

Trust in teachers. Parents expressed confidence in their children's teachers. They trusted that they cared about children. Many, but not all, found teachers to be responsive and caring when their child had a problem which required them to intervene. Most parents felt teachers' practice was innovative and up to date. Some parents pointed out that were the few teachers who were burnt out and just putting in time. Some also echoed the teachers' view that many of the very best teachers had been lost to budget cuts.

Desire for more parent involvement. Nearly all the parents the team interviewed felt they should be more involved in their child's education. While some parents left the impression they were too busy to read school newsletters, they also seemed to desire knowledge of or participation in school matters that directly affected their children. One pointed out that a newsletter that contained information about their child's classes, for example, would be more interesting than one with general school news. One parent expressed the view that middle school students were approaching an age where parents did not need to be as involved in their education as earlier, a not unexpected sentiment, but one which did not appear at least, to be widespread.

Parents pointed out that the parent conferences were their primary opportunity to communicate with teachers, but many felt they were not encouraged to attend if their child was not experiencing any academic difficulty. At any rate, some felt the time allocated to talk with teachers at these conferences was too brief.

Several parents expressed the feeling that there simply was not as much going on at Lincoln anymore and, therefore, fewer activities to draw in parents. In the absence of events of interest, there remained only student problems to attract parents. Again, while most parents felt teachers were responsive to their queries, some also pointed out that teachers did not initiate many communications with parents unless a problem surfaced. These parents wanted to hear from teachers about their child's progress but long before problems surfaced.

A few parents observed that many teachers did not live in the community and that as a consequence they were unlikely to know or interact with teachers in any other context than school. They felt that teachers' absence in the larger community adversely affected becoming acquainted with them but also probably detracted from teachers' ability to gain a good understanding of their children.

Parents' serving as school volunteers emerged as problematic in the interviews. One pointed out that classified staff felt their positions were jeopardized by increased parent volunteerism. Another's experience as a volunteer led her to think that teachers did not make good use of parent volunteers.

Concern about school transitions. Parents reported having been anxious about their child's transition to the larger middle school from the smaller, more intimate elementary school setting. Although many said the transition had gone well, they seemed to retain the perception that Lincoln was large and a place where kids got into trouble, often in part based on their own recollections of being in the old junior high. Similarly, parents worried about their child's transition to high school but also felt that preparing students for high school was a primary focus of Lincoln. Some of the more involved parents pointed out the need to increase communication across school levels.

Wish for more extra curricular activities. Parents lamented the loss of elective courses such as art and music and the sports programs. For some parents with more than one child, the cost of enrolling their children in community programs was prohibitive. Parents felt these extra curricular activities and classes often held the keenest interest for their child. On the other hand, one parent felt a competitive sports program was inappropriate for middle school age children anyway but that intramural would be beneficial. Another parent felt extra curricular activities, fieldtrips and the like, were especially needed to expand their children's small town horizons and expose them to greater cultural diversity.

Concern about student discipline. Many parents thought Lincoln had problems with student discipline; they cited their child's problem with having something stolen or being threatened by another student. They were not always convinced that the incidents had been handled adequately. Some felt that students' passing in the hallways between classes contributed to conditions which bred disorder. One parent pointed out that the dissolution of the inner school structure created more hallway disorder because students' classes were no longer primarily in one area and required students to travel greater distances to classes.

Some parents also expressed the view that middle school age students had unique personal issues to address, were often rebellious, and posed a challenge to teachers. One parent suggested that staff provide more opportunities for students to talk about these developmental issues in class, support groups, or counseling sessions.

Middle school concept has lost prominence. Parents revealed greater familiarity with the inner schools that existed prior to budget cuts than those reinstated later. They remembered the names of the earlier schools but not the current ones or were not sure that the school still had them. One parent said she had asked her daughter whether Lincoln still had inner schools and that her daughter did not know. More involved parents were aware that features of middle schools like study skills and a writing emphasis had been lost. They felt in general that teachers' had lost a vision of middle schooling and were in the mode of maintaining not developing the school.

Mixed views about inclusion. A small number of parents raised concerns about special education inclusion. They were unsure whether staff should pursue full-time participation by students with disabilities in regular classes. They worried that such students disrupted other students' learning. Some felt inclusion was the right thing to do but that teachers needed help with it. A parent of a child with disabilities said inclusion had absolutely worked wonders for their child.

Questions about CIM/CAM. Parents expressed some confusion about CIM/CAM. They had heard of it but were not sure what was involved. Some questioned whether it would work in the long run or fade away. One parent who appeared to be quite informed about CIM/CAM felt positively about it. She was enthusiastic about the fact that healthy social relationships and problem-solving were included as educational goals although she did not want to see these topics be treated as courses or upset the rest of the curriculum. Another parent liked the vocational aspect of CIM/CAM.

Parents' wish to be more involved in their child's education is an important issue to address in its own right. However, in a time of limited educational resources and heightened education demands, staff may have several reasons to pursue increased parent involvement. The university team may be able to assist staff in such an undertaking.

In return for increased efforts to collaborate with parents, teachers may reap several benefits. First, staff need parents' support for the increased demands they may need to place on student work and for the innovations in curriculum and instruction they may choose to pursue in their classroom. Second, an increased incidence of student behavioral and academic difficulties and family stresses suggests that front office staff (counselors and administrators) may soon be too overwhelmed to handle such problems on an individual basis, especially with staff cutbacks. Closer collaboration between school staff and parents may give staff the kind of information they need to make schoolwide adjustments in practices that increase all students' adaptation to school. Just as school policies would be better crafted with teacher input, so school practices might benefit from increased parent input. As an additional benefit, parents might be more inclined to support educational spending for schools which were highly responsive to parents.

Parents pretty well articulated that school staff's relations with parents tend to have a problem orientation. These teacher-parent relations often mediated by front office staff are depicted in Figure 4. In this model of school-community relationships, front office staff are plentiful enough and students' problems exceptional enough that teacher referral of problems to counselors and administrators works. However, when these conditions do not hold anymore, new methods may be warranted.

Figure 5 presents another model of school-community relationships in which teachers as teams working in strengthened inner schools collaborate with front office staff to communicate with parents in a proactive way. Parents, in turn, provide school staff with information about their children's needs, a unique perspective as parent and community member, resources in terms of volunteer work and support for spending, and also currency for school innovation and reforms. The model rests heavily on strong teams and inner schools to organize collaboration with parents. Teachers, left on their own to try to communicate more frequently and broadly with parents, could not possibly manage so great a task.

The university team could assist staff in increasing parent involvement by helping them develop more numerous channels of parent-teacher communication. In addition, for the reason pointed out above, the team also might be employed to collaborate with staff on strengthening the functioning of the inner schools and interdisciplinary teams within them.

Figure 4: School-Community Relationship

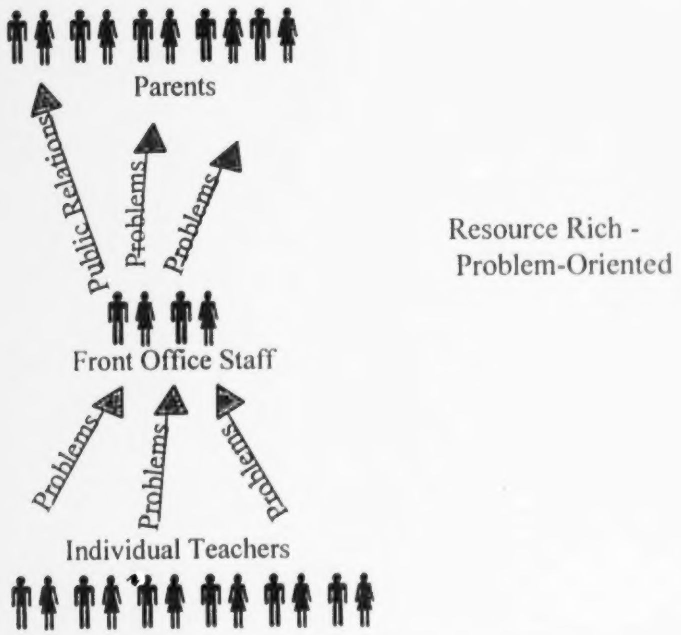
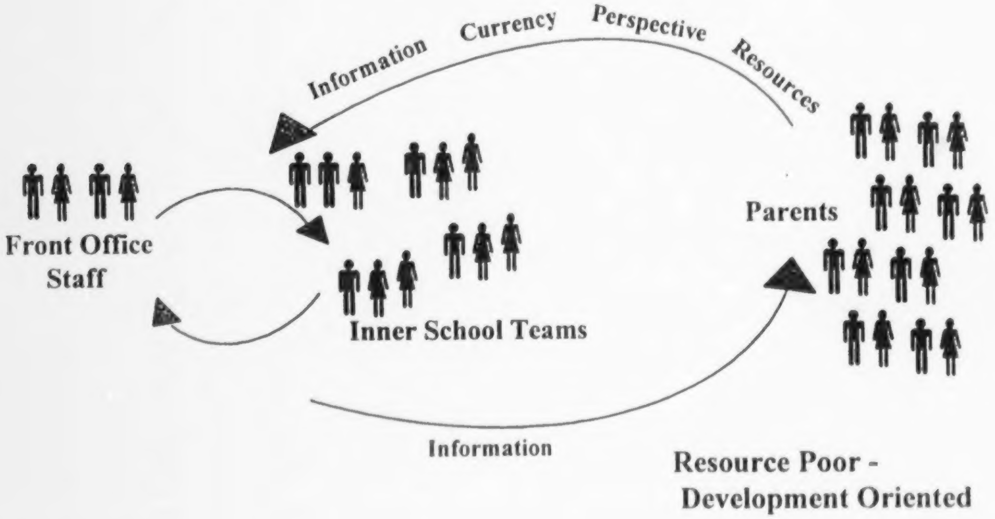

Parents
Public Relations
Problems
Problems
Resource Rich -
Problem-Oriented
Front Office Staff
Problems
Problems
Problems
Individual Teachers

Figure 5: School-Community Relationship

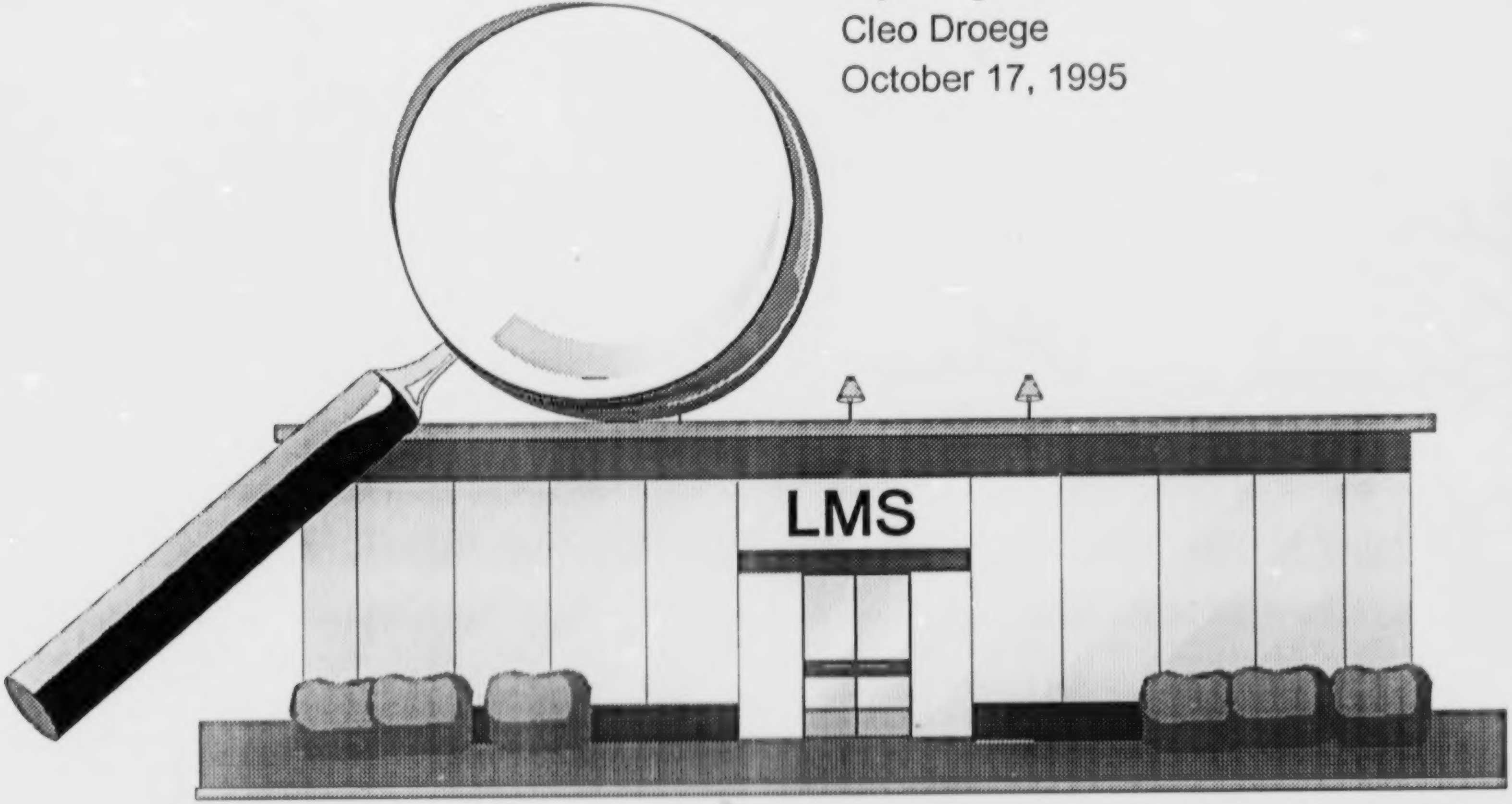

Information
Currency
Perspective
Resources
Front Office
Staff
Inner School Teams
Parents
Information
Resource Poor -
Development Oriented

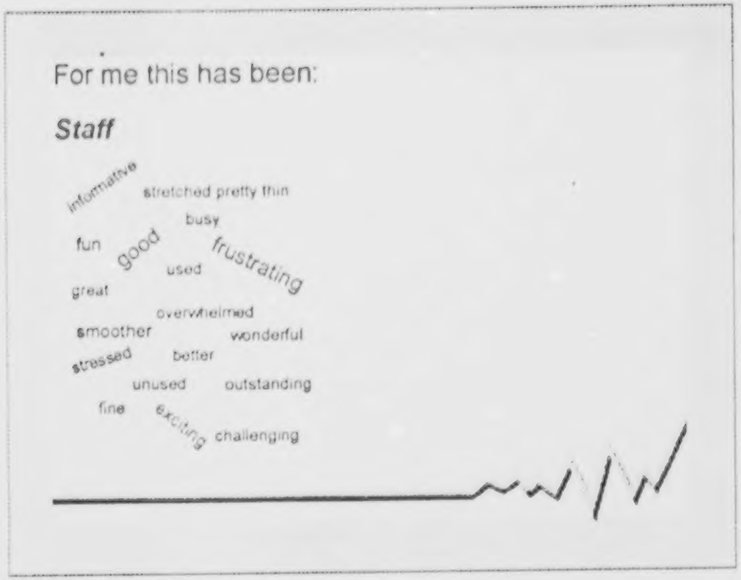
A Presentation to Lincoln Staff

University of Oregon Research Team
Phil Ferguson
Cleo Droege
October 25, 1995

A Presentation to Lincoln Parents

University of Oregon Research Team
Phil Ferguson
Cleo Droege
October 17, 1995

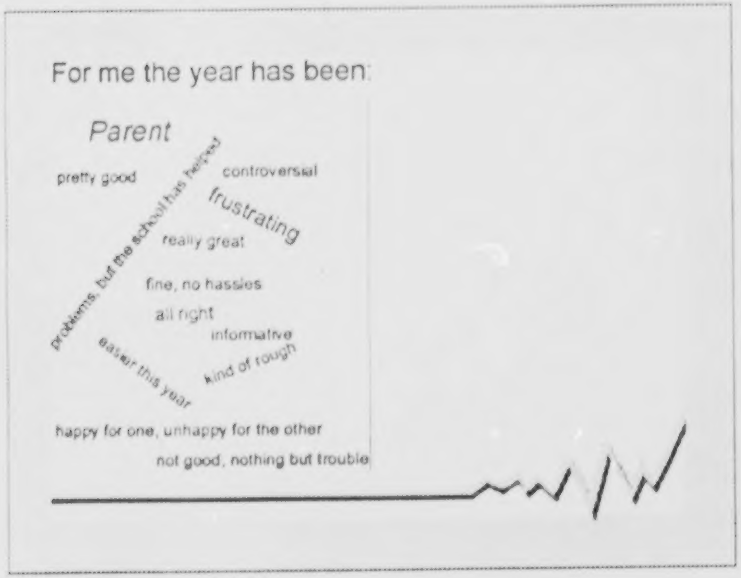




For me this has been:

Staff

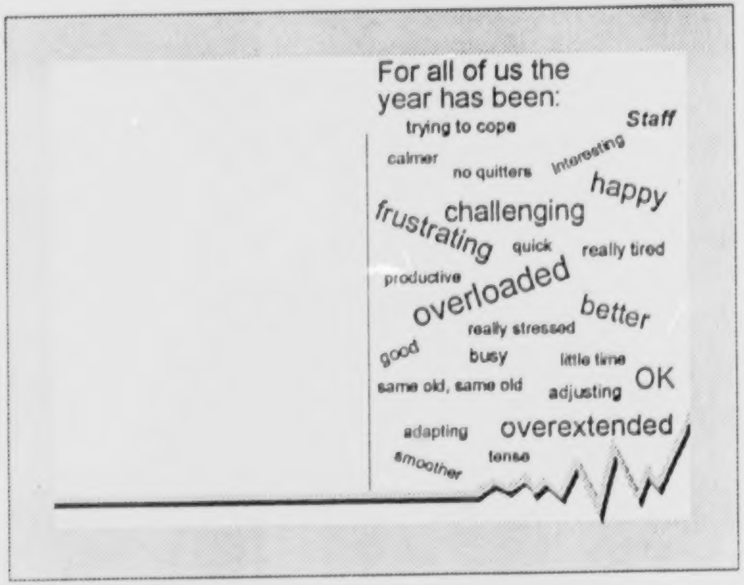
informative
stretched pretty thin
busy
fun
good
frustrating
used
great
overwhelmed
smoother
wonderful
stressed
better
unused
outstanding
fine
exciting
challenging



For me the year has been:

Parent

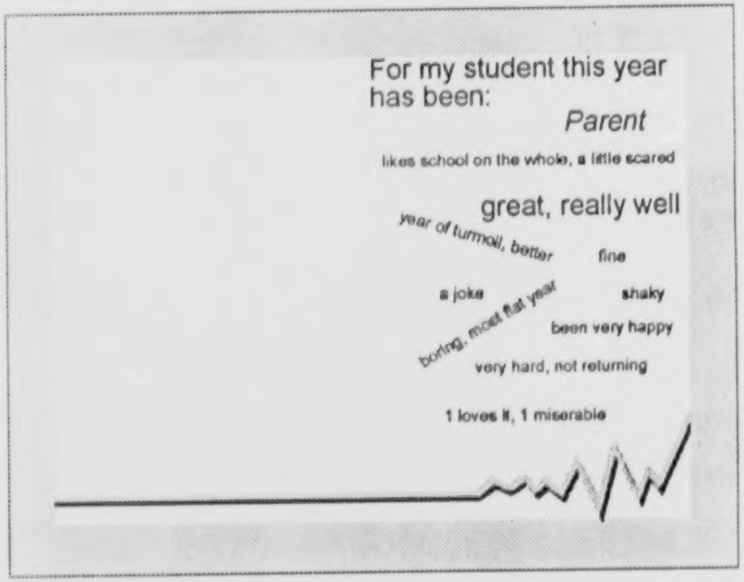
pretty good
problems, but the school has helped
controversial
frustrating
really great
fine, no hassles
all right
informative
easier this year
kind of rough
happy for one, unhappy for the other
not good, nothing but trouble



For all of us the year has been:

Staff

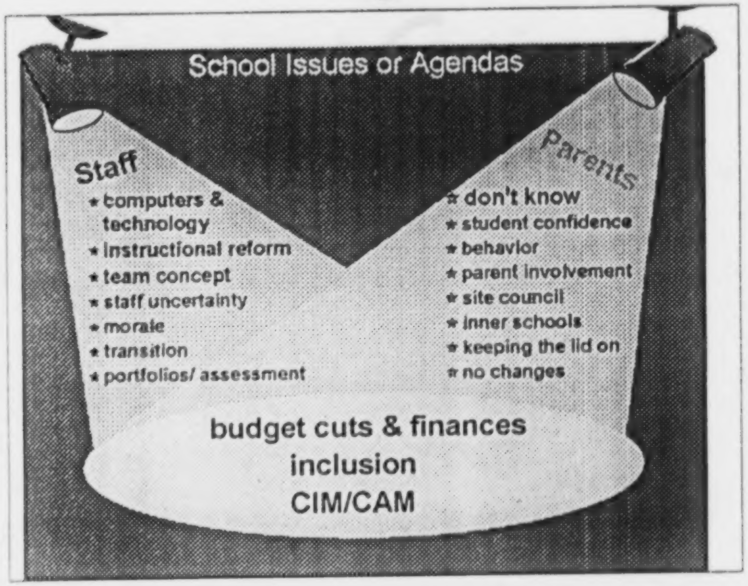
trying to cope
calmer
no quitters
interesting
happy
challenging
frustrating
quick
really tired
productive
overloaded
better
really stressed
good
busy
little time
same old, same old
adjusting
OK
adapting
overextended
smoother
tense



For my student this year has been:

Parent

likes school on the whole, a little scared
great, really well
year of turmoil, better
fine
a joke
shaky
boring, most flat year
been very happy
very hard, not returning
1 loves it, 1 miserable

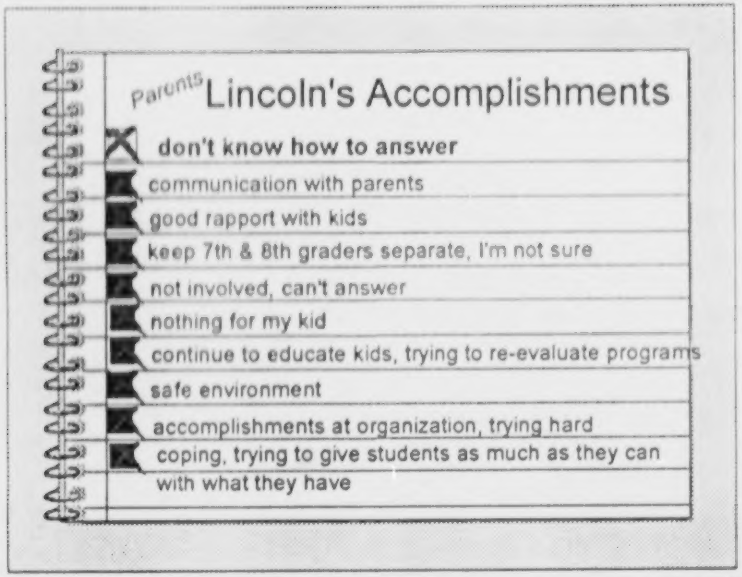


School Issues or Agendas

Staff
- ★ computers & technology
- ★ instructional reform
- ★ team concept
- ★ staff uncertainty
- ★ morale
- ★ transition
- ★ portfolios/ assessment

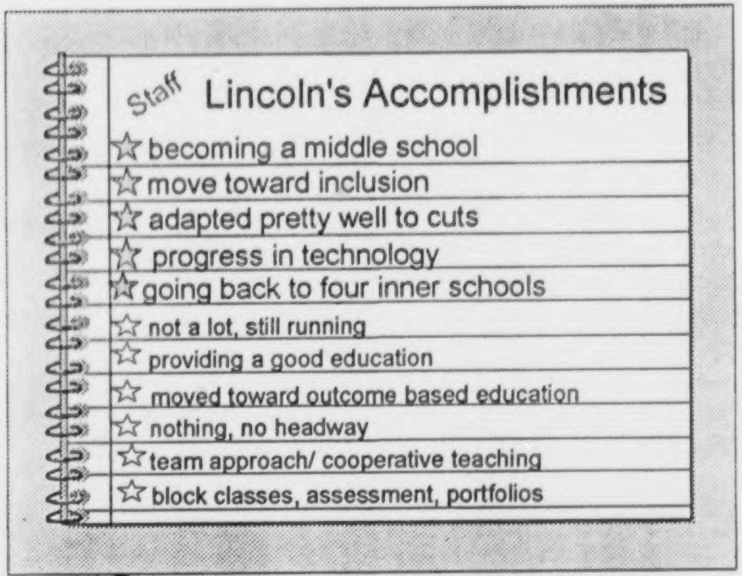
Parents
- ★ don't know
- ★ student confidence
- ★ behavior
- ★ parent involvement
- ★ site council
- ★ inner schools
- ★ keeping the lid on
- ★ no changes

budget cuts & finances
inclusion
CIM/CAM



Parents Lincoln's Accomplishments

- ☒ don't know how to answer
- ■ communication with parents
- ■ good rapport with kids
- ■ keep 7th & 8th graders separate, I'm not sure
- ■ not involved, can't answer
- ■ nothing for my kid
- ■ continue to educate kids, trying to re-evaluate programs
- ■ safe environment
- ■ accomplishments at organization, trying hard
- ■ coping, trying to give students as much as they can with what they have



Staff Lincoln's Accomplishments

- ☆ becoming a middle school
- ☆ move toward inclusion
- ☆ adapted pretty well to cuts
- ☆ progress in technology
- ☆ going back to four inner schools
- ☆ not a lot, still running
- ☆ providing a good education
- ☆ moved toward outcome based education
- ☆ nothing, no headway
- ☆ team approach/ cooperative teaching
- ☆ block classes, assessment, portfolios

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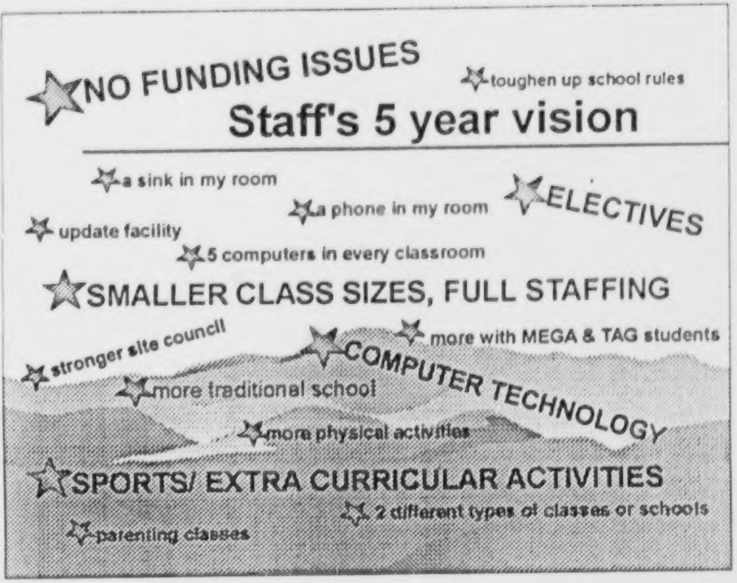
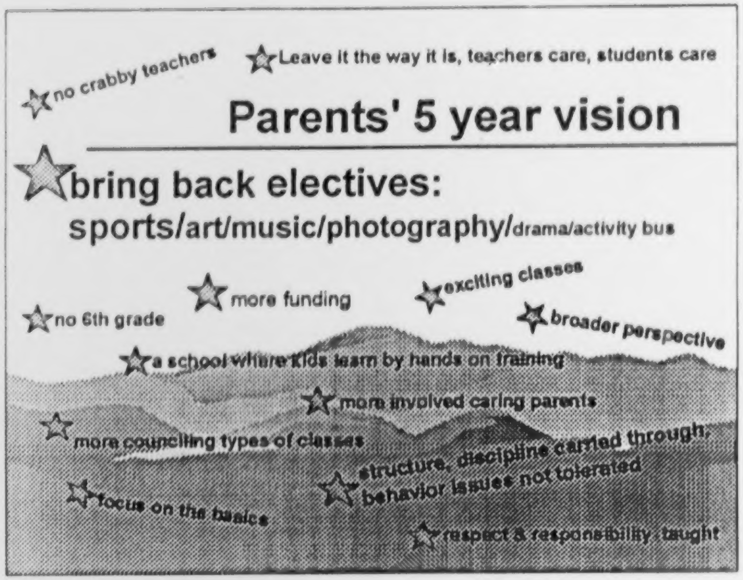


NO FUNDING ISSUES

toughen up school rules

Staff's 5 year vision

- a sink in my room
- a phone in my room
- ELECTIVES
- update facility
- 5 computers in every classroom
- SMALLER CLASS SIZES, FULL STAFFING
- stronger site council
- more with MEGA & TAG students
- COMPUTER TECHNOLOGY
- more traditional school
- more physical activities
- SPORTS/ EXTRA CURRICULAR ACTIVITIES
- 2 different types of classes or schools
- parenting classes

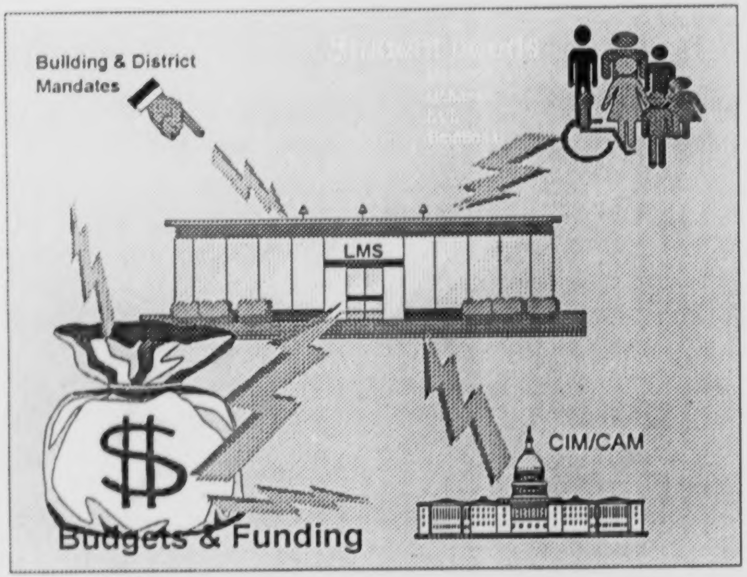


no crabby teachers

Leave it the way it is, teachers care, students care

Parents' 5 year vision

- bring back electives: sports/art/music/photography/drama/activity bus
- no 6th grade
- more funding
- exciting classes
- broader perspective
- a school where kids learn by hands on training
- more involved caring parents
- more counciling types of classes
- structure, discipline carried through, behavior issues not tolerated
- focus on the basics
- respect & responsibility taught



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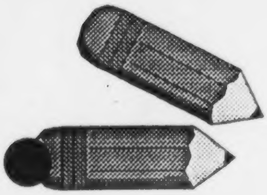
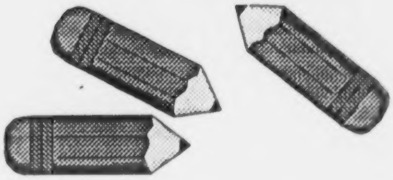
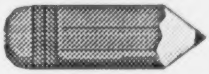




6th GRADE VISIT SURVEY
Class of 2002

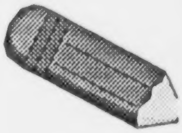
1. Did you come to the Lincoln Middle School Open House with your parents?

Yes _____ No _____



2. How many day-long visits did you make to Lincoln as a 5th grader?

0 _____ 1 _____ 2 _____



3. If you came twice, did you feel more comfortable the 2nd day?

Yes _____ No _____ No difference _____

4. Was this activity → → → →

	Helpful	Not Helpful	Didn't do
Explore the building			
Scavenger hunt			
Block class visits			
Science class visits			
Prime time			
PE locker rooms visit			
Practice with locker combinations			
Mac Lab visit			
Office tour			
Library visit			
Lunch			

5. Was the first day of school for 6th graders only a good idea?

Yes _____ No _____

6. What was the most helpful part of your day-long visit? ____________________

____

____

7. What would you recommend to make the visit better? (Anything we missed?)

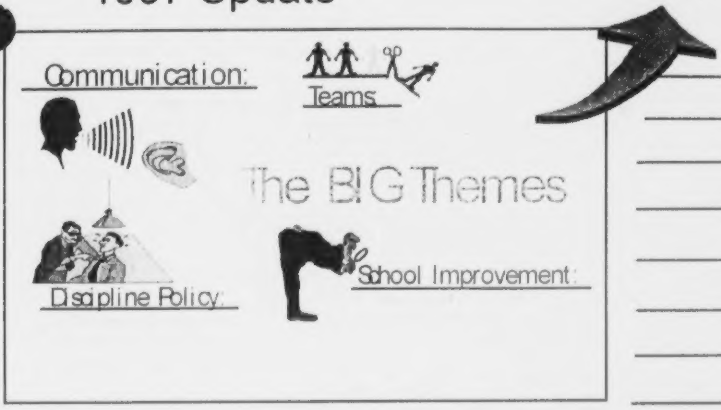
____

____

____

thanks!

Lincoln Middle School
1997 Update


Communication:
Teams
The BIG Themes
Discipline Policy:
School Improvement:

Remember this?

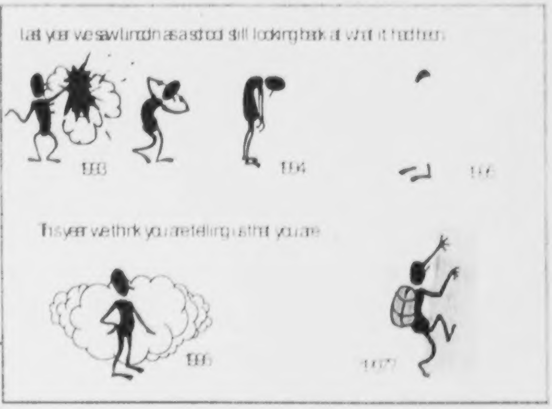
Progress and/or Concerns

Teaming

Last year you said..."Leave the inner school teams alone....don't fix it even if it is' broke'." Has the 2nd year on the same team made a difference? Yes ________ No ________

Comments:

Last year you told us you thought you were on the move; you had come to terms with doing more with less. So...how does this school year look so far?


Last year we saw Lincoln as a school still looking back at what it had been.

This year we think you are telling us that you are
1993
1994
1995
1996
1997

Lebanon Community School District

K-2 Student Survey

This package contains:

1. Information to assist you in administering this survey with your class:
    - Section 1: Preparing the survey forms: Adding demographic information
    - Section 2: Administrating the surveys
2. Materials
    - 1) Enough survey forms for the students in your class/group
    - 2) Overhead transparancies for each page of the survey
3. Support for students to complete the survey

It is important that as many students as possible take part in the survey. In addition to the support offered to each student with writing about their likes and dislikes (described in Section 2), Section 1 suggests a number of different ways of supporting students to complete the survey.

Section 1: Preparing the survey forms: Adding demographic information

In order to match demographic information to student survey responses (AND protect confidentiality) we have provided boxes on the top of the first page of each survey form for coded student information. All that is required is that you place a letter in 4-5 boxes for each survey form (see table below).

NOTE: the students will not place their names on their survey responses. We suggest that you distribute the prepared surveys with students names attached on *stickys* so that they can be removed before the survey is handed in.

Box 1:	**Gender**
A	female
B	male

Box 2:	**1st language**
A	English
B	Other

Box 3:	**Grade level**
K	K
A	1
B	2

Additional support given to complete survey

Box 4:	**Additional support to complete survey**
A	Assistance of peer tutor (reading or organizing support)
B	Responses written by support person from students verbal answers
C	Other support
No letter	If student completes survey independently with class

Student support or special program

Box 5:	**Special Program**
A	Student has IEP
B	Student is eligible for Title 1 support
C	Student is considered to be in the TAG group
D	Student is not in one of these groups

Teacher Notes

Section 2: Administering the Surveys (K-2)

We suggest that the students complete the survey as a class group. Overhead transparencies have been prepared for each page of the survey so that you can lead the student through the 2 pages of the survey form question by question. (Use the symbols to assist the students who cannot read the survey easily identify each question as you move through the survey).

Notes & Suggestions

- **Purpose for doing the survey:** Before beginning the survey discuss the purpose with the students, i.e. we wish them to tell us what they feel about school so that we can all work together to make the school better.
- **Confidentiality:** also discuss what confidentiality means and why it is important, i.e. so everyone gets a say and no-one has to worry about what others think about what they say. **Please explain to the student that they are not to put their names on the survey form, and that they are to remove the *sticky* with their name on it before handing their survey in.**
- **Overheads and symbols:** for each page of the survey you will be provided with an overhead transparency. On the survey form each question has been identified by a small symbol or picture. Read the question out loud and identify its location by the symbol or picture (clarify the meaning if necessary by discussing with group),
- **Drawing Likes and Not likes:** The first two questions ask the student to draw pictures of what they *like* and *do not like* about school. After they have completed the survey we suggest that someone (e.g. a group of 4-5 students, parent volunteers, instructional assistants) be asked to go around the class and ask each student to describe what they have drawn and write the key words below the drawings in the space provided.
- **Assistance:** for those students who cannot complete the form independently, assistance may be provided, either by a peer tutor or an adult. In most cases it would be better if the adult were not the teacher or educational aide who usually works with the student.

Notes

Lebanon Community School District

K-2 Student Survey

School ☐

Date ☐

Circle grade level

K 1 2

[1] [2] [4] [5]

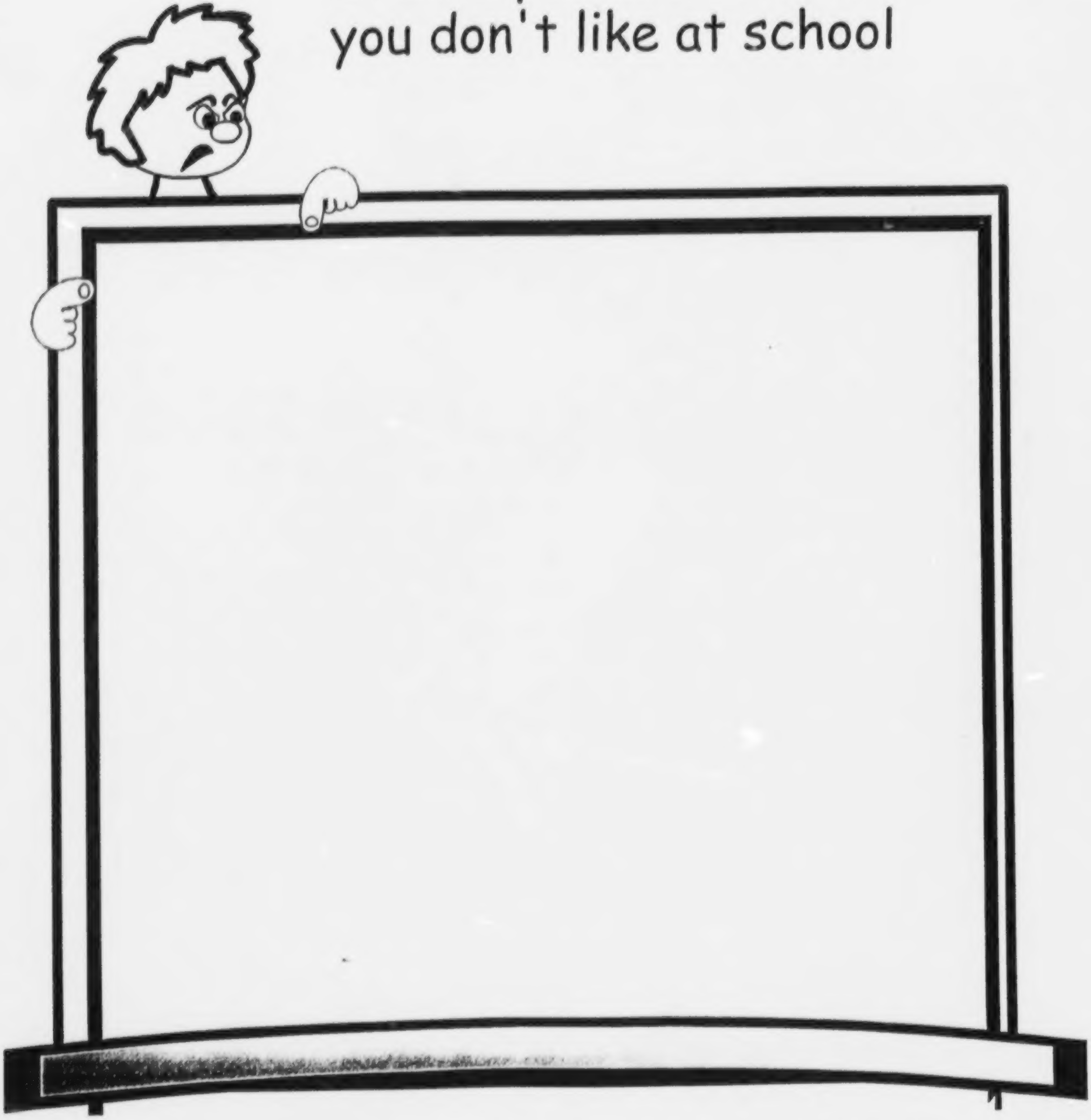
Draw a picture of what you like at school

My picture is about ______________________

______________________________ [1-2]

Q.5 →

Draw a picture of what you don't like at school



My picture is about_______________________________

____ [5-6]

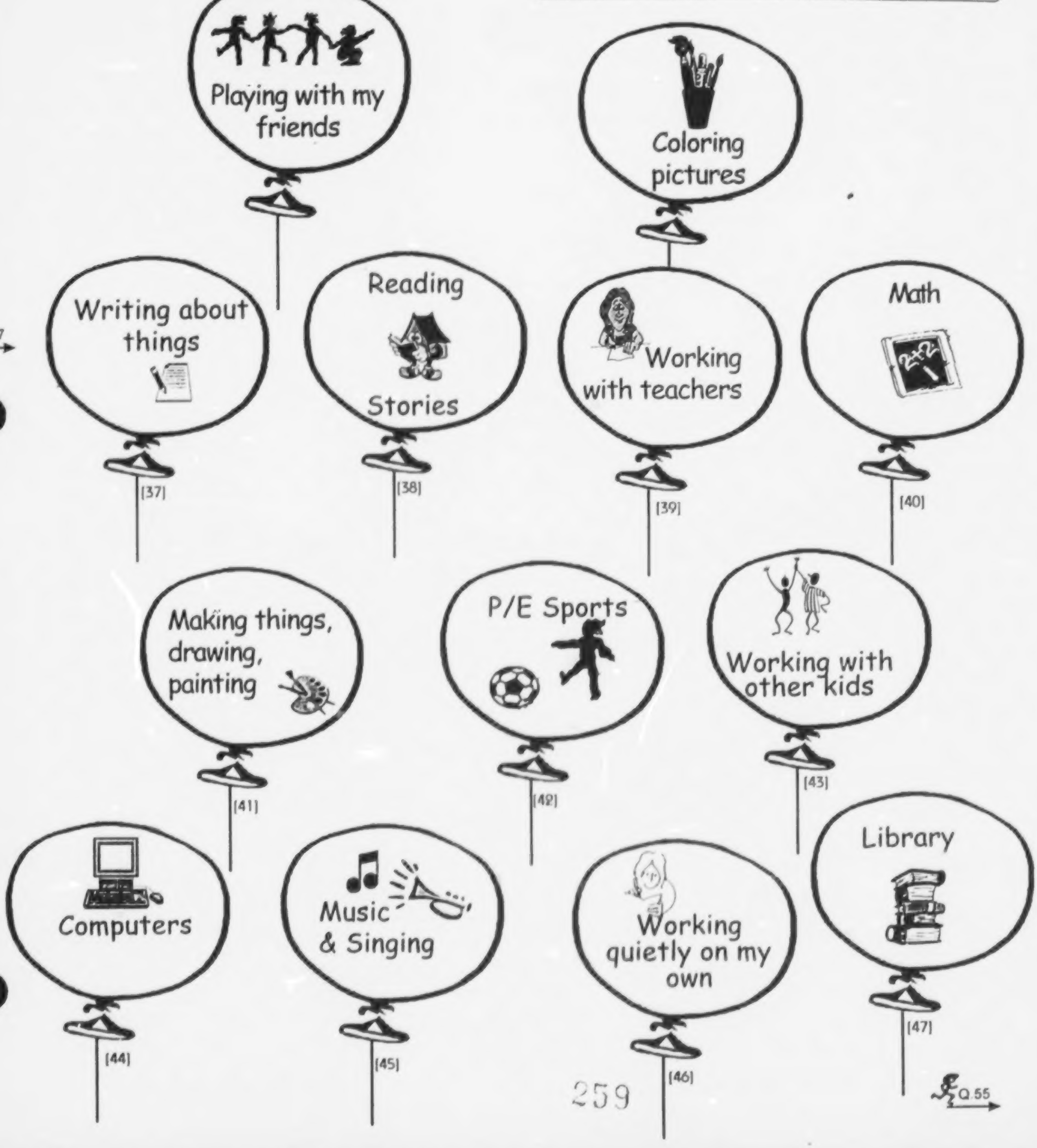
Q.37

Color the balloons to show how you feel about...

I like it! **Green** [a]

It's Okay! **Yellow** [b]

I don't like it! **Red** [c]


Playing with my friends
Coloring pictures
Writing about things
[37]
Reading Stories
[38]
Working with teachers
[39]
Math
[40]
Making things, drawing, painting
[41]
P/E Sports
[42]
Working with other kids
[43]
Computers
[44]
Music & Singing
[45]
Working quietly on my own
[46]
Library
[47]

Q.37

Q.55

Are kids nice to one another?

Yes Sometimes No

[55]

Do other kids help you learn?

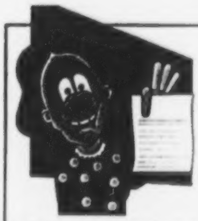
Yes Sometimes No

[56]

Is it OK to make mistakes?

Yes Sometimes No

[57]



Do teachers help kids learn?

Yes Sometimes No

[58]

Do you have lots of friends at school?

Yes Sometimes No

[59]

Thank you

Created for the Lebanon Community School District by Mary C. Dalmau, Audrey Desjarlais & Gwen Meyer - April 1997

Lebanon Community School District

3-5 Student Survey

This package contains:

1. Information to assist you in administering this survey with your class:
    - Section 1: Preparing the survey forms: Adding demographic information
    - Section 2: Administrating the surveys
2. Materials
    - 1) Enough survey forms for the students in your class/group
    - 2) Overhead transparencies for each page of the survey
3. Support for students to complete the survey

It is important that as many students as possible take part in the survey. Section 1 suggests a number of different ways of supporting students to complete the survey.

Section 1: Preparing the survey forms: Adding demographic information

In order to match demographic information to student survey responses (AND protect confidentiality) we have provided boxes on the top of the first page of each survey form for coded student information. All that is required is that you place a letter in 4-5 boxes for each survey form (see table below).

NOTE: the students will not place their names on their survey responses. We suggest that you distribute the prepared surveys with students names attached on *stickies* so that they can be removed before the survey is handed in.

Box 1:	**Gender**
A	female
B	male

Box 2:	**1st language**
A	English
B	Other

Additional support given to complete survey

Box 4:	**Additional support to complete survey**
A	Assistance of peer tutor (reading or organizing support)
B	Responses written by support person from students verbal answers
C	Other support
No letter	If student completes survey independently with class

Student support or special program

Box 5:	**Special Program**
A	Student has IEP
B	Student is eligible for Title 1 support
C	Student is considered to be in the TAG group
D	Student is not in one of these groups

3: Grade level

3	4	5

Circle the appropriate grade level - If students are in a multi-age classroom circle their individual grade levels rather than the name of the class.

Teacher Notes

Section 2: Administering the Surveys (3-5)

We suggest that the students complete the survey as a class group. Overhead transparencies have been prepared for each page of the survey so that you can lead the student through the 2 pages of the survey form question by question. (Use the symbols to assist the students who cannot read the survey easily identify each question as you move through the survey).

Notes & Suggestions

- **Purpose for doing the survey:** Before beginning the survey discuss the purpose with the students, i.e. we wish them to tell us what they feel about school so that we can all work together to make the school better.
- **Confidentiality:** also discuss what confidentiality means and why it is important, i.e. so everyone gets a say and no-one has to worry about what others think about what they say. **Please explain to the student that they are not to put their names on the survey form, and that they are to remove the *sticky* with their name on it before handing their survey in.**
- **Overheads and symbols:** for each page of the survey you will be provided with an overhead transparency. On the survey form each question has been identified by a small symbol or picture. Read the question out loud and identify its location by the symbol or picture (clarify the meaning if necessary by discussing with group).
- **Drawing Likes and Not likes:** The first four questions ask the students to draw pictures of what they *like* and *do not like* about school. After they have completed the drawing they are asked to write words (or a sentence) describing what they have drawn and why in the space provided. Some students may need assistance to complete this section. **One purpose for asking young students to draw pictures and have someone write their descriptions, is to give them the opportunity to express ideas that they may not yet be able to write easily.**
- **Assistance:** for those students who cannot complete the form independently, assistance may be provided, either by a peer tutor or an adult. In most cases it would be better if the adult were not the teacher or educational aide who usually works with the student.

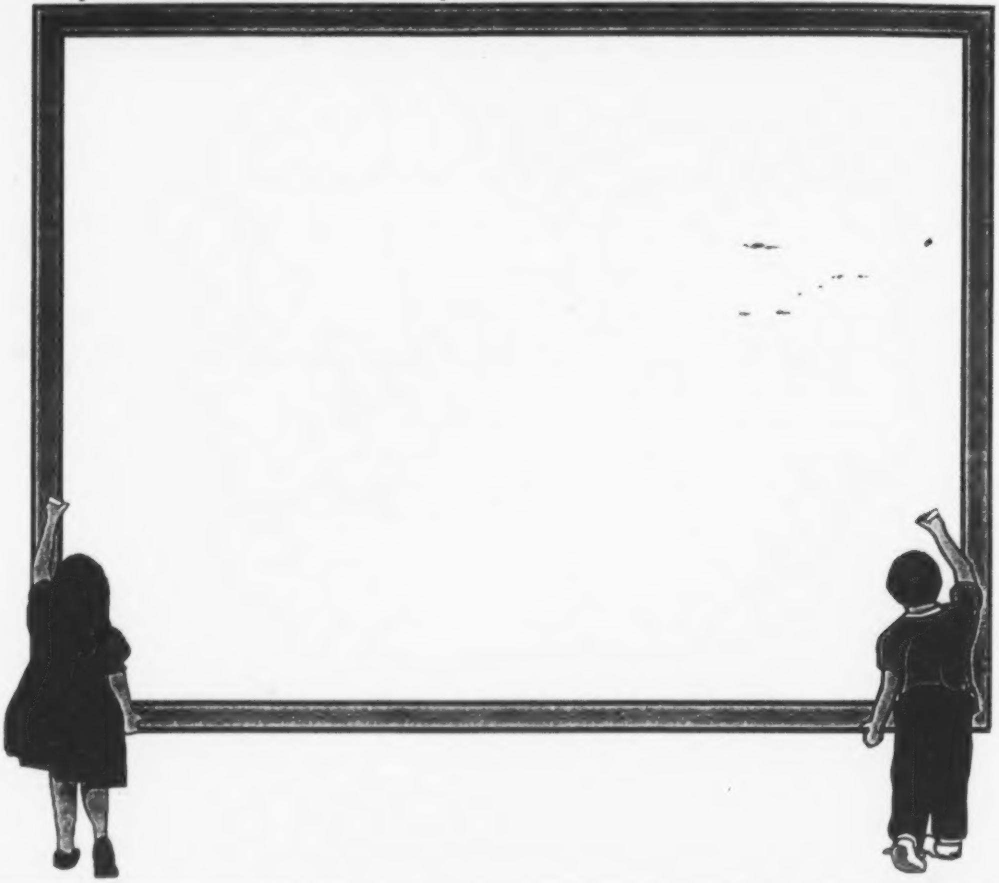
Notes

Lebanon Community School District

3-5 Student Survey

School	Date	Circle grade level							
		3	4	5	[1]	[2]	[3]	[4]	[5]

Draw a picture of what you like at school



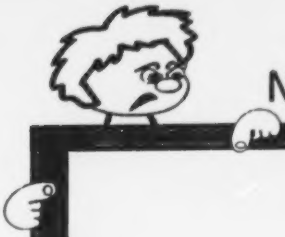
My picture is about ______________________

______________________________________ [1-2]

I like this because ______________________

______________________________________ [3-4]

____



Now draw a picture of what you don't like at school

My picture is about ______________________________

______________________________________ [5-6]

I don't like this because ___________________________

______________________________________ [7-8]

____

Now tell us what you think about school

☑ Check one box for each question

	Yes [a]	Sometimes [b]	No [c]	
I have friends at school	☐	☐	☐	[9]
Teachers help all the kids in my room	☐	☐	☐	[10]
I am nice to other kids	☐	☐	☐	[11]
Kids get treated fairly when there is a problem or they get into trouble.	☐	☐	☐	[12]
I like working in teams and table groups	☐	☐	☐	[13]

☑ Check one box for each question

		Yes [a]	Sometimes [b]	No [c]	
	Other kids help me learn	☐	☐	☐	[14]
	Most teachers listen to what I say	☐	☐	☐	[15]
	My mom or dad helps out at school	☐	☐	☐	[16]
	I am learning a lot this year	☐	☐	☐	[17]
	Some kids are mean to me	☐	☐	☐	[18]
	Teachers are happy if kids do well	☐	☐	☐	[19]
	I could tell a new kid 3 school rules	☐	☐	☐	[20]
	If I have a hard time learning I can get help.	☐	☐	☐	[21]
	Kids and teachers in my school have a good time together	☐	☐	☐	[22]
I feel safe when I am in:	the cafeteria	☐	☐	☐	[23]
	the bathroom	☐	☐	☐	[24]
	the playground	☐	☐	☐	[25]
	the classroom	☐	☐	☐	[26]
	the bus	☐	☐	☐	[27]
If I have a problem and need help, I can talk to:	a teacher	☐	☐	☐	[28]
	a playground supervisor	☐	☐	☐	[29]
	an instructional assistant	☐	☐	☐	[30]
	another kid	☐	☐	☐	[31]
	a counselor	☐	☐	☐	[32]
	someone in the office	☐	☐	☐	[33]

Do you have anything else to tell us?

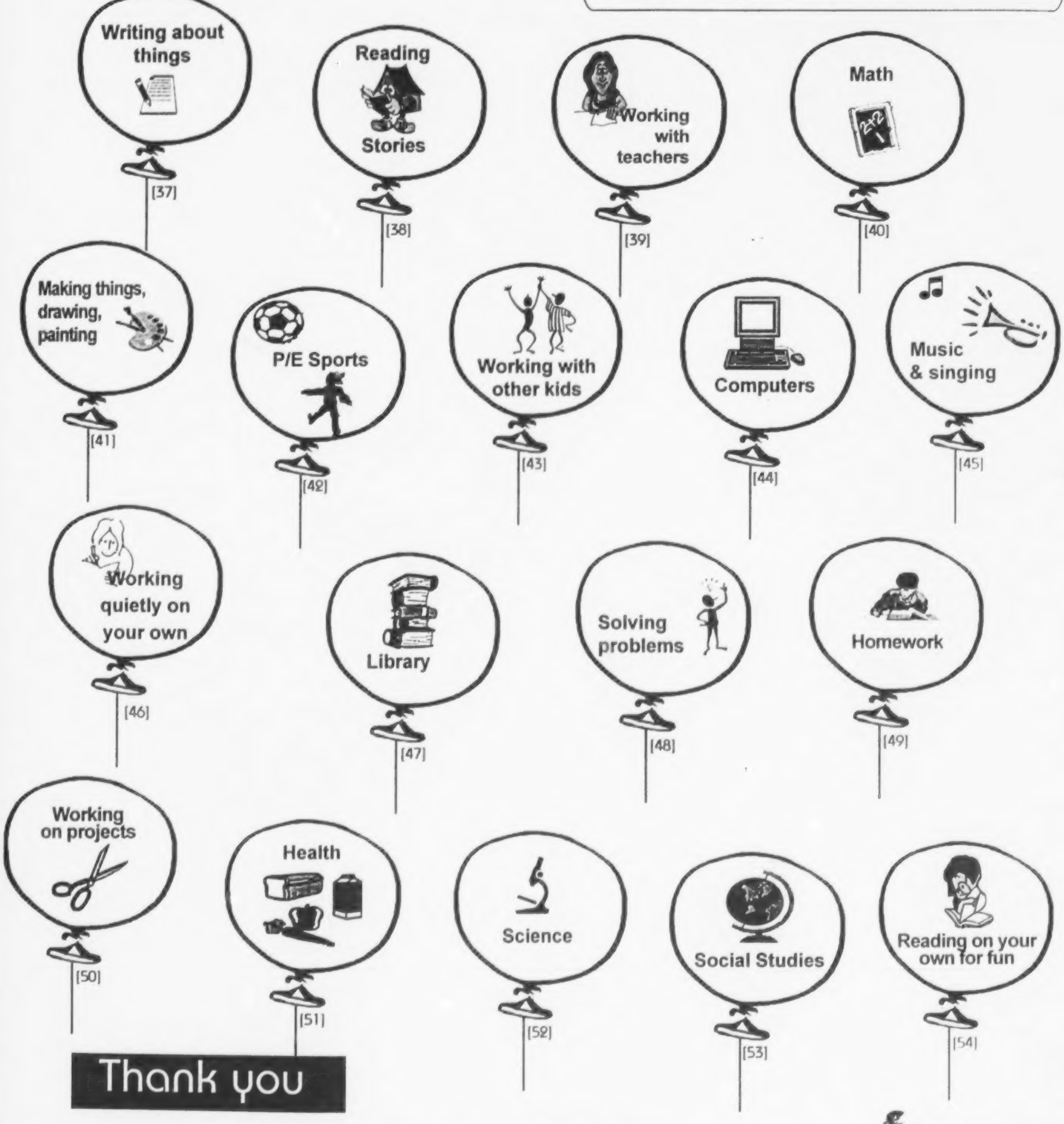
[34-36]

Color the balloons to show how you feel about...

I like it! **Green** [a]

It's Okay! **Yellow** [b]

I don't like it! **Red** [c]

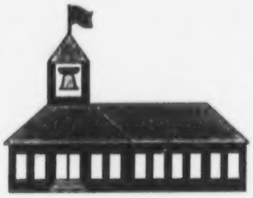

Writing about things [37]
Reading Stories [38]
Working with teachers [39]
Math [40]
Making things, drawing, painting [41]
P/E Sports [42]
Working with other kids [43]
Computers [44]
Music & singing [45]
Working quietly on your own [46]
Library [47]
Solving problems [48]
Homework [49]
Working on projects [50]
Health [51]
Science [52]
Social Studies [53]
Reading on your own for fun [54]

Thank you

Next survey

Created for the Lebanon Community School District by Mary C. Dalmau, Audrey Desjarlais & Gwen Meyer - April 1997

Grades 6,7,8



Lebanon Community School District
Student Survey

This package contains:

1. **Information to assist you in administering this survey to your class:**
   - Section 1: Preparing the survey forms: Adding demographic information
   - Section 2: Administering the surveys
2. **Materials**
   - 1) Enough survey forms for the students in your class/group
   - 2) Overhead transparencies for each page of the survey
3. **Support for students to complete the survey** --
   It is important that as many students as possible take part in the survey. Section 1 suggests a number of different ways of supporting students to complete the survey.

Section 1: Adding demographic and support information: *Preparing the survey forms*

In order to match demographic information to student survey responses (AND protect confidentiality) we have provided boxes on the top of the first page of each survey form for coded student information (gender, grade, language), for information about the support a student might need to fill out the survey, and about whether or not the student is in a special program. Students will provide gender, grade and language information, and you will provide the information about support and special programs. All that is required of you is that you place a letter in 2 boxes for each survey form (see table below). The information in these two boxes should **always** be provided by the teacher.

Additional support given to complete survey

Box 4: **Additional support to complete survey**

A = Assistance of peer tutor (reading or organizing support)
B = Responses written by support person from students verbal answers
C = Other support
No letter = If student completes survey independently with class

Student support or special program

Box 5: **Special Program**

A = Student has IEP
B = Student is eligible for Title 1 support
C = Student is considered to be in the TAG group
D = Student is not in one of these groups

NOTE: the students will not place their names on their survey responses. We suggest that you distribute the prepared surveys with students' names attached on *stickys* so that they can be removed before the survey is handed in.

Teacher Notes

Section 2: Administering the Surveys

We suggest that the students complete the survey as a class group. Overhead transparencies have been prepared for each page of the survey in case you might find them helpful.

Notes & Suggestions

- **Purpose for doing the survey:** Before beginning the survey discuss the purpose with the students, i.e. we wish them to tell us what they feel about school so that we can all work together to make the school better.
- **Confidentiality:** Discuss what confidentiality means and why it is important, i.e. so everyone gets a say and no-one has to worry about what others think about what they say. **Please explain to the students that they are not to put their names on the survey form, and that they are to remove the *sticky* with their name on it before handing their survey in.**
- **Assistance:** For those students who cannot complete the form independently, assistance may be provided, either by a peer tutor or an adult. In most cases it would be better if the adult were not the teacher or educational aide who usually works with the student.

Notes

Grades 6,7,8

Lebanon Community School District Student Survey

The answers to the questions in this survey will help us learn more about what things students like about school and what might be changed so that learning is more successful, meaningful and fun Thanks for your thoughts!

Date ☐ Boy [A] ☐ Girl [B] ☐

What language do you speak most at home? ☐ English ☐ Other:

Circle your grade 6 7 8 (4) (5)

Tell us what you think about your school. Choose 3-5 words or phrases from the list below that best complete the sentences for you. Write the letter(s) of the words you choose in the circles or squares below the sentences. If you'd like to use other words that aren't on the list just write those words in the circles. You may use the same words as often as you like

The atmosphere at my school is:

○

1 3 4( )

Teachers at my school are really good at

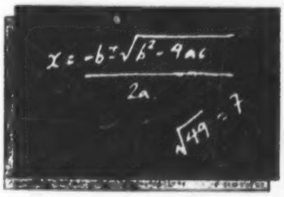
☐

5 7 8( )

On the whole, students at my school are:

○

9 11 12( )


$x = -b \pm \sqrt{b^2 - 4ac}$
$2a$
$\sqrt{49} = 7$

The hardest thing to deal with at my school is

☐

13 15 16( )

a) academics
b) bullying
c) caring
d) classes
e) comfortable
f) computers
g) discipline
h) everyday life skills
i) extra-curricular activities
j) fairness
k) friendly
l) fun
m) getting along with others
n) giving all kids a chance
o) good
p) job skills
q) language arts
r) math
s) music/art
t) P.E./sports
u) peer pressure
v) problem solving
w) reading
x) reasoning skills
y) respect
z) rules
aa) safety
bb) class schedules
cc) science
dd) self-direction
ee) social activities
ff) spending time with friends
gg) supporting/encouraging students
hh) successful
ii) teaching
jj) trying new things
kk) uncomfortable
ll) understanding
mm) unfriendly
nn) violence

The most important thing I'm learning is

○

17 19 20( )

I wish the teachers at my school were better at

☐

29 31 32( )

The things I like most about my school are.

○

25 27 28( )

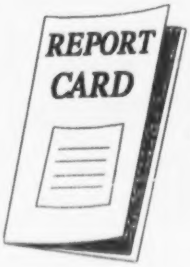
The school could do a better job at

☐

21 23 24( )

Check the box that fits best for each statement.

	YES [a]	SOMETIMES [b]	NO [c]	
I feel safe at school.	☐	☐	☐	33
Teachers help everybody.	☐	☐	☐	34
Students who get in trouble get bad grades.	☐	☐	☐	35
Students help you learn.	☐	☐	☐	36
I look forward to going to school.	☐	☐	☐	37
Students do good work but don't get good grades.	☐	☐	☐	38
I can use what I learn at school in other places.	☐	☐	☐	39
Kids who get in trouble get more homework.	☐	☐	☐	40
Overall, I find classes boring.	☐	☐	☐	41
I can choose what I think is important to learn.	☐	☐	☐	42
Most teachers listen to what I say.	☐	☐	☐	43
Either I or students I know have been victims of harassment at school.	☐	☐	☐	44
Students get along with teachers.	☐	☐	☐	45
My grades reflect the work I do.	☐	☐	☐	46
If you don't dress right, you won't be very popular.	☐	☐	☐	4
Homework helps me learn.	☐	☐	☐	48
Students who do the best work get the best grades.	☐	☐	☐	49
Homework is a waste of time.	☐	☐	☐	50
When there is a problem, or students get into trouble, the school is fair.	☐	☐	☐	51



Check the box(es) that fit(s) best for each statement.

- Classroom learning is:

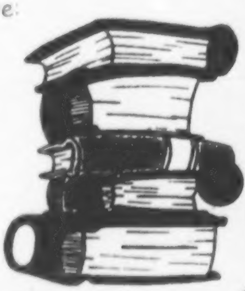
interesting	hard	fun	boring	easy
☐	☐	☐	☐	☐
52	53	54	55	56

- The most important person(s) to help me be successful in school is/are:

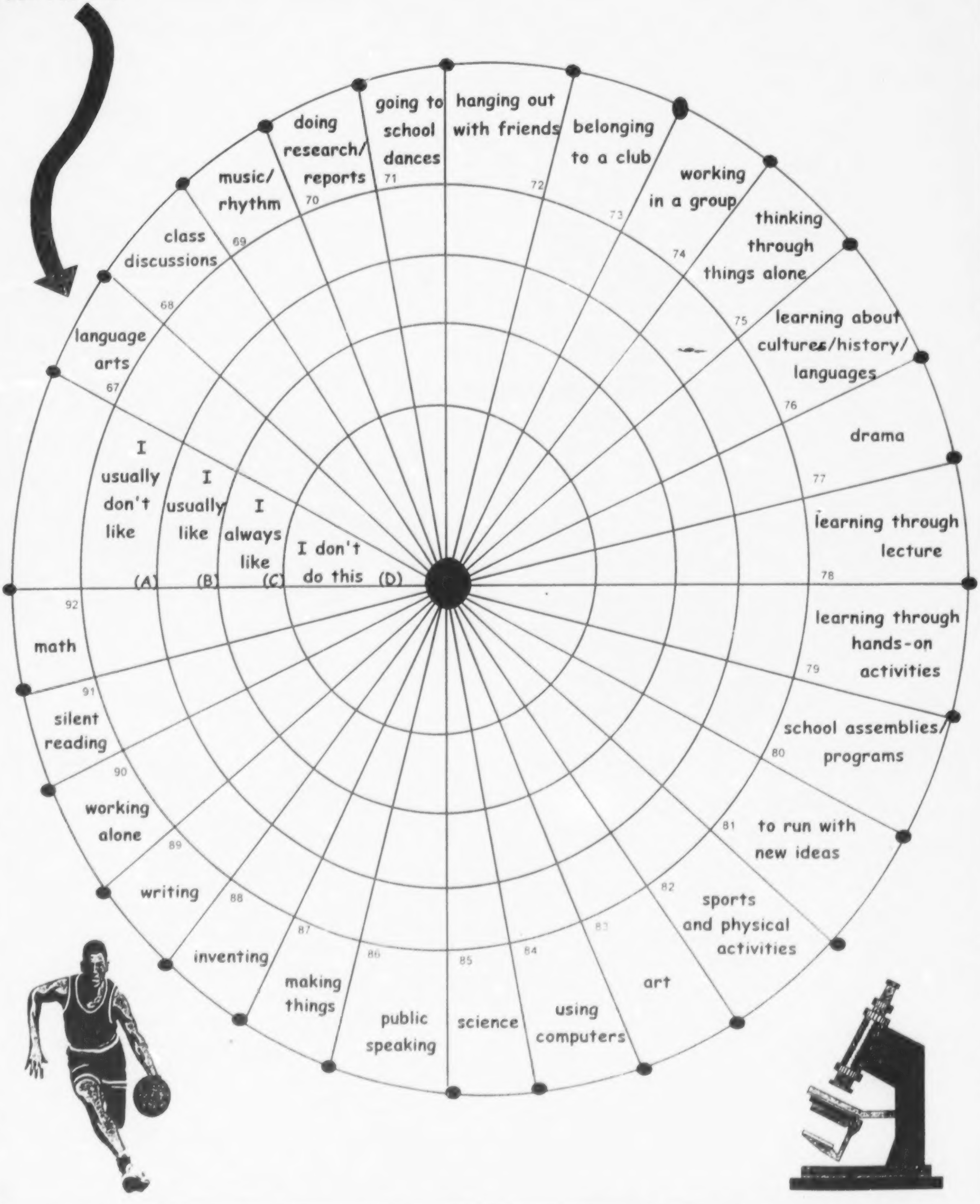
myself	my friend(s)	my parents	my teacher(s)	other
☐	☐	☐	☐	☐
57	58	59	60	61

- When I need help with schoolwork I can get it easily from:

a teacher	a friend	other students	my parents	a counselor
☐	☐	☐	☐	☐
62	63	64	65	66



Starting with language arts (item number 67 on the outside of the circle) and continuing around the circle to math (item number 92) use a pencil, pen or marker to shade in the segment that describes how you feel about each item, i.e., (A) I usually don't like, (B) I usually like, (C) I always like and (D) I don't do this.



67 language arts
68 class discussions
69 music/ rhythm
70 doing research/ reports
71 going to school dances
72 hanging out with friends
73 belonging to a club
74 working in a group
75 thinking through things alone
76 learning about cultures/history/ languages
77 drama
78 learning through lecture
79 learning through hands-on activities
80 school assemblies/ programs
81 to run with new ideas
82 sports and physical activities
83 art
84 using computers
85 science
86 public speaking
87 making things
88 inventing
89 writing
90 working alone
91 silent reading
92 math
I usually don't like (A)
I usually like (B)
I always like (C)
I don't do this (D)

The best thing about going to my school:

93-94

The best school activity I ever did:

95-96

The best class assignment or project I ever had:

97-98

The worst:

99-100

The most annoying rule at my school:

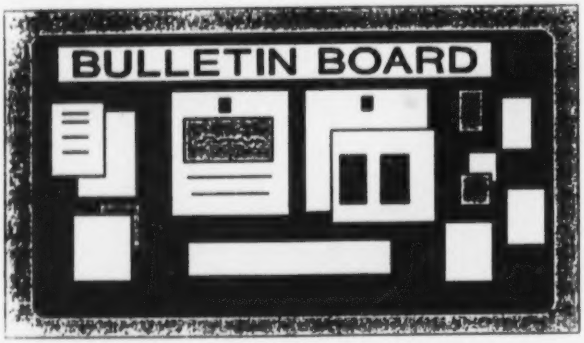
101-102

A class I would recommend to my friends:

103

Why?

104-105



The best book I was assigned to read:

106

The worst:

107-108

A teacher I would recommend to my friends:

Why?

109-110

The neatest thing a teacher did at my school:

111-112

The most frustrating thing about life at my school:

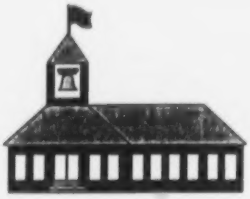
113-114

Anything else you want to tell us?

115-117

Created for the Lebanon Community School District by Mary C. Dalman, Audrey Desjarlais & Gwen Meyer

High School



Lebanon Community School District
Student Survey

This package contains:

1. **Information to assist you in administering this survey to your class:**
   - Section 1: Preparing the survey forms: Adding demographic information
   - Section 2: Administering the surveys
2. **Materials**
   - 1: Enough survey forms for the students in your class/group
3. **Support for students to complete the survey**
   - It is important that as many students as possible take part in the survey. Section 1 suggests a number of different ways of supporting students to complete the survey.

Section 1: Adding demographic and support information: *Preparing the survey forms*

In order to match demographic information to student survey responses (AND protect confidentiality) we have provided boxes on the top of the first page of each survey form for coded student information (gender, grade, language), and for information about the support a student receives to fill out the survey. Students will complete all information **except** about support. If you know ahead of time that students will need assistance to complete the survey, simply use the code below to fill in Box # 4 on the front page of their surveys, and then attach a sticky with their name on it to the survey.

Box 4 **Additional support to complete survey**

Additional support to complete survey

A = Assistance of peer tutor (reading or organizing support)
B = Responses written by support person from student's verbal answers
C = Other support
No letter = If student completes survey independently with class

NOTE: the students will not place their names on their survey responses. If you have given students surveys with stickies on them, have the students remove the stickies before they hand in their surveys.

Teacher Notes

Section 2: Administering the Surveys

We suggest that the students complete the survey as a class group.

Notes & Suggestions

- **Purpose for doing the survey:** Before beginning the survey discuss the purpose with the students, i.e. we wish them to tell us what they feel about school so that we can all work together to make the school better.
- **Confidentiality:** Discuss what confidentiality means and why it is important, i.e. so everyone gets a say and no-one has to worry about what others think about what they say. **Please explain to the students that they are not to put their names on the survey form, and that they are to remove the *sticky* with their name on it before handing their survey in.**
- **Assistance:** For those students who cannot complete the form independently, assistance may be provided, either by a peer tutor or an adult. In most cases it would be better if the adult were not the teacher or educational aide who usually works with the student.

Notes

High School

Lebanon Community School District Student Survey

The answers to the questions in this survey will help us learn more about what things students like about school and what might be changed so that learning is more successful, meaningful and fun. Thanks for your thoughts!

Date ☐ Male (A) ☐ Female (B) ☐

Circle your grade 9 10 11 12 (4)

What language do you speak most at home? English ☐ Other: ☐

Tell us what you think about your school. Choose 3-5 words or phrases from the list below that best complete the sentences for you. Write the letter(s) of the words you choose in the circles or squares below the sentences. If you'd like to use other words that aren't on the list just write those words in the circles. You may use the same words as often as you like.

The atmosphere at my school is:

1-3 4( )

Teachers at my school are really good at:

5-7 8( )

On the whole, students at my school are:

9-11 12( )

The hardest thing to deal with at my school is:

13-15 16( )

- a) academics
- b) bullying
- c) caring
- d) classes
- e) comfortable
- f) computers
- g) discipline
- h) everyday life skills
- i) extra-curricular activities
- j) fairness
- k) friendly
- l) fun
- m) getting along with others
- n) giving all kids a chance
- o) good
- p) job skills
- q) language arts
- r) math
- s) music/art
- t) P.E./sports
- u) peer pressure
- v) problem solving
- w) reading
- x) reasoning skills
- y) respect
- z) rules
- aa) safety
- bb) class schedules
- cc) science
- dd) self-direction
- ee) social activities
- ff) spending time with friends
- gg) supporting/encouraging students
- hh) successful
- ii) teaching
- jj) trying new things
- kk) uncomfortable
- ll) understanding
- mm) unfriendly
- nn) violence

The most important thing I'm learning is:

17-19 20( )

I wish the teachers at my school were better at:

29-31 32( )

The things I like most about my school are:

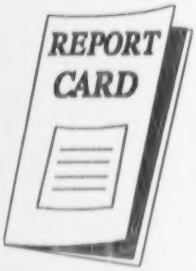
25-27 28( )

The school could do a better job at:

21-23 24( )

Check the box that fits best for each statement.

	YES [a]	SOMETIMES [b]	NO [c]	
I feel safe at school.	☐	☐	☐	33
Teachers help everybody.	☐	☐	☐	34
Students who get in trouble get bad grades.	☐	☐	☐	35
Students help you learn.	☐	☐	☐	36
I look forward to going to school.	☐	☐	☐	37
Students do good work but don't get good grades.	☐	☐	☐	38
I can use what I learn at school in other places.	☐	☐	☐	39
Kids who get in trouble get more homework.	☐	☐	☐	40
Overall, I find classes boring.	☐	☐	☐	41
I can choose what I think is important to learn.	☐	☐	☐	42
Most teachers listen to what I say.	☐	☐	☐	43
Either I or students I know have been victims of harassment at school.	☐	☐	☐	44
Students get along with teachers.	☐	☐	☐	45
My grades reflect the work I do.	☐	☐	☐	46
If you don't dress right, you won't be very popular.	☐	☐	☐	47
Homework helps me learn.	☐	☐	☐	48
Students who do the best work get the best grades.	☐	☐	☐	49
Homework is a waste of time.	☐	☐	☐	50
When there is a problem, or students get into trouble, the school is fair.	☐	☐	☐	51



Check the box(es) that fit(s) best for each statement.

- Classroom learning is:

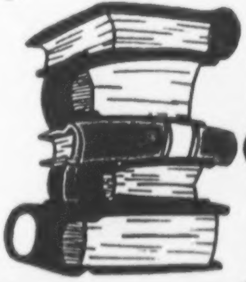
interesting	hard	fun	boring	easy
☐	☐	☐	☐	☐
52	53	54	55	56

- The most important person(s) to help me be successful in school is/are:

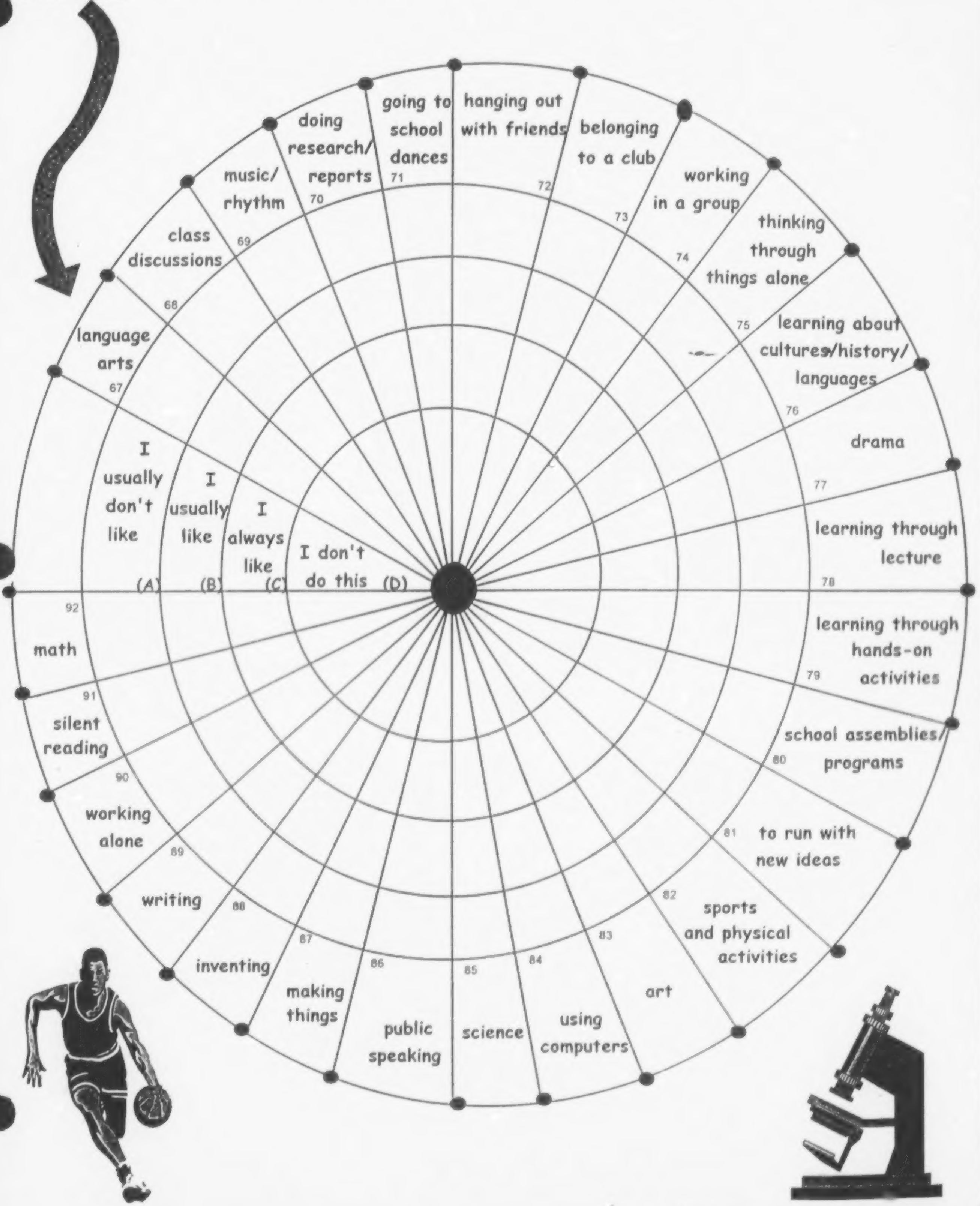
myself	my friend(s)	my parents	my teacher(s)	other
☐	☐	☐	☐	☐
57	58	59	60	61

- When I need help with schoolwork I can get it easily from:

a teacher	a friend	other students	my parents	a counselor
☐	☐	☐	☐	☐
62	63	64	65	66



Starting with language arts (item number 67 on the outside of the circle) and continuing around the circle to math (item number 92) use a pencil, pen or marker to shade in the segment that describes how you feel about each item, i.e., (A) I usually don't like, (B) I usually like, (C) I always like and (D) I don't do this.


67 language arts
68 class discussions
69 music/ rhythm
70 doing research/ reports
71 going to school dances
72 hanging out with friends
73 belonging to a club
74 working in a group
75 thinking through things alone
76 learning about cultures/history/ languages
77 drama
78 learning through lecture
79 learning through hands-on activities
80 school assemblies/ programs
81 to run with new ideas
82 sports and physical activities
83 art
84 using computers
85 science
86 public speaking
87 making things
88 inventing
89 writing
90 working alone
91 silent reading
92 math
I usually don't like (A)
I usually like (B)
I always like (C)
I don't do this (D)

The best thing about going to my school:

93-94

The best school activity I ever did:

95-96

The best class assignment or project I ever had:

97-98

The worst:

99-100

The most annoying rule at my school:

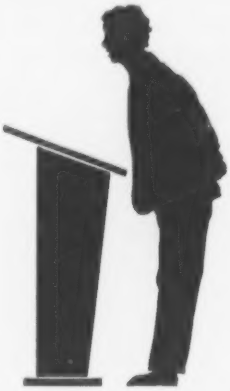
101-102

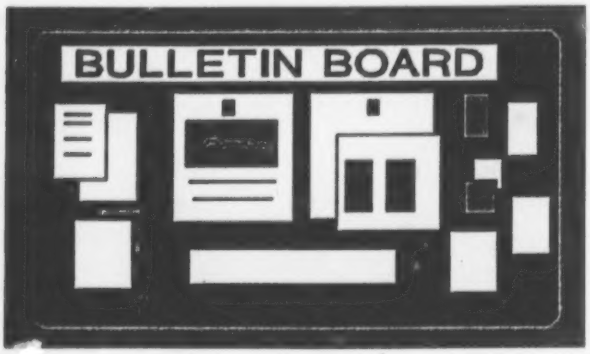
A class I would recommend to my friends:

103

Why?

104-105





The best book I was assigned to read:

106

The worst:

107-108

A teacher I would recommend to my friends:

Why?

109-110

The neatest thing a teacher did at my school:

111-112

The most frustrating thing about life at my school:

113-114

Anything else you want to tell us?

115-117

Created for the Lebanon Community School District by Mary C. Bulman, Audrey Desjarlais & Gwen Meyer

Lebanon Community School District
6-12 Student Survey: Narrative Analysis

Coding & Analysis Table - 1997
(Version 2)

The ***Student Survey Coding Table*** **(6-12) has been prepared by** workgroups of district teachers from the students' answers to narrative, open-ended survey questions. It has two purposes:

1. to assist with coding of student responses to narrative questions and preparation of the surveys for data entry in FileMaker Pro, and
2. to support the interpretation of reports of collated data generated by the data-base program.

This coding table contains three types of information about each of the narrative questions on the 6-8 and 9-12 versions of the survey:

1. **Category names**: The narrative data from a sample of student surveys was grouped to form up to 10 categories of answers for each question.
2. **Key words**: to assist with the understanding of the responses summarized by each category.
3. **Quotes & examples from the surveys**: some examples of the students' words to further assist our understanding.

Coding of student responses to narrative questions & preparation of the surveys for data entry

Confidentiality: As you go through the surveys you will find that some of the students have used names of teachers or other students in their responses. You have privileged access to this data—you also have a serious responsibility to maintain confidentiality about any personal information found on the surveys. **As you go through the surveys erase all personal names used (or use a black marker pen to cover them)**.

Troubling or troubled responses by students: If the language or content of any student response is troubling to you, e.g. *a response indicating a student is seriously troubled*, put it aside and bring it to the attention of the Principal or teacher responsible for the surveys. In some cases we have formed a category called *troubled or troubling responses* so that the number of such responses can be counted by the data entry program.

What to do:

For each survey:

1. **Remove personal references:** Erase all personal names found on the survey (or use a black marker pen to cover them):
2. **Code responses to each narrative question:** use the coding table to assign codes to the student responses (*using large digits and letters and the brightly*

colored pen provided—make sure they are easy to see!)
e.g. ***(1) f, (2) a.***
If you cannot find a matching category, use the code for *Other*. Don't forget to add a key word to the *Other* category on your coding table. .

Troubling or troubled responses by students: If you find a problematic response put the survey aside and bring it to the attention of the Principal or teacher responsible for the surveys.

3. **Collect any information that will assist your school to understand, interpret and report the student responses:** for example—
   - add key words or examples or students' words to the coding table (we have left extra space for you to add more information).
   - collect into a separate pile some examples of student responses—interesting ways that students have expressed ideas (add a sticky note to the survey forms in the pile that explains why you have put it in the pile, e.g. *great answer to Q's 93-94*).

Notes on Questions:

Q. #	Comments
Demographic data	**Demographic data is located at the beginning of the survey, and the computer data entry screen.** **Gender = Box 1 (A= male, B= female)** **Language = Box 2 (A= English, B= other)** **Grade level:** enter grade level circled Teachers may have coded two additional boxes: **Support = Box 4** (if blank, select (a) none) **Program = Box 5 (6-8 only)** (if blank, select (a) none)
1-3,5-7,9-11,13-15,17-19,21-23,25-27,29-31	Write the letter answers of the first three responses in each group, e.g. for Q's 1-3 (1) d (2) gg (3) m Then count all the responses and follow the instructions in the next row. If the student has responded in words (rather than letters) try to find the matching letters in the list and write those. If you cannot make a match just treat them as an unanswered question.
4,8,12,16,20,24,28,32	Count the responses to each group of questions and write the letter that matches that number (from the ***Number-Letter Equivalent Table***, below), e.g. if there were five responses to Q.1-3, you would write (4) e
52-66	Enter "A" for all checked answers—If box is not checked do not enter anything
67-92	A=I usually don't like, B= I usually like, C= I always like, D= I don't do this
93-117	Add codes, update coding table if appropriate and collect interesting responses (as described above).

Number-Letter Equivalent Table
for questions
# 4,8,12,16,20,24,28, & 32

1	2	3	4	5	6	7	8	9	10
a	b	c	d	e	f	g	h	I	j
11	12	13	14	15	16	17	18	18	20
k	l	m	n	o	p	q	r	s	t

Contents

Questions 93-94 - The best thing about going to my school: 5

Questions 95-96 - The best school activity I ever did: 8

Questions 97-98 - The best class assignment I ever had: 11

Questions 99-100 - The worst class assignment I ever had: 14

Questions 101-102 - The most annoying rule at my school: 16

Question 103 - A class I would recommend to my friends: 19

Questions 104-105 - Why would you recommend this class to your friends?: 21

Question 106 - The best book I was assigned to read (6-8): 23

Question 106 - The best book I was assigned to read (9-12) 25

Question 107 - The worst book I was assigned to read (6-8) 28

Question 107 - The worst book I was assigned to read (9-12) 30

Questions 109-110 (A teacher I would recommend to my friends) Why?: 32

Questions 111-112 - The neatest thing a teacher did at my school: 35

Questions 113-114 - The most frustrating thing about life at my school: 37

Questions 115-117 - Anything else you want to tell us? 40

Questions 93-94 - The best thing about going to my school:

Grades 6-12

Category	Key Words	Quotes and examples from surveys
A **Friends and People**	friends girls people students	• *Being with my friends* • *I'm comfortable, lots of people know me.* • *Meeting new people* • *Seeing my friends* • *The people that attend my school.* • *There are a lot of good looking girls around.*
B **Academic classes/ projects /reports**	building language arts making math reading report research science writing	• *A research project and story* • *A research project and story.* • *Make up an artifact off the Titanic* • *My autobiography* • *The Revolutionary War Report* • *To make a bridge out of toothpicks* • *Writing stories*
Teachers	teachers	• *Most of the teachers are fair and polite.* • *My first period teacher.* • *My teachers are good.* • *The teachers are usually enthusiastic about teaching us.* • *The teachers are usually helpful*
D **Sports**	badminton basketball cheer-leading football soccer softball tennis track volleyball	• *I like the sports.* • *Like to play football.* • *Managing a track team* • *Play soccer* • *The football program and what it teaches you.* • *To do sports.* • *To play 4A football.*

Questions 93-94 - The best thing about going to my school:

Grades 6-12

	Category	Key Words	Quotes and examples from surveys
E	**Classes-Creative Arts**	art band drama music theater	- *Jazz band* - *Marching band* - *Music* -
F	**Classes-PE and Sports**	football P.E. weight training	- *To play football* - *Weight lifting* - *Weight training*
G	**Activities/ Clubs/ Field Trips**	activities annual beach coast field trips newspaper outdoor school school functions spaghetti feed	- *Adopt-a grandparent* - *All of the activities, like newspaper, annual* - *Being involved in extra-curricular activities* - *Dancing* - *Doing fun school activities.* - *FFA* - *Field trips* - *Going to the beach and swimming* - *Going to the coast (science field trip)* - *Outdoor school* - *Prom*
H	**Classes-vocational and life skills**	agriculture computers construction electronics life skills machine shop sewing shop vocational welding	- *Activities like sewing.* - *Computers* - *Electronics* - *The only reason I go is because of the programs that prepare me for the future, such as Machine shop and construction* - *Vocational department.*

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Questions 93-94 - The best thing about going to my school:

Grades 6-12

	Category	Key Words	Quotes and examples from surveys
I	**Learning - useful and fun**	classes college education enjoy fun future getting to learn learning life skills	• *Getting to learn important life skills* • *Having fun.* • *I also enjoy learning.* • *I enjoy my classes.* • *I get a little education.* • *I get to learn life skills.* • *I get to learn things* • *I learn stuff I need to learn.* • *It will start me out for college.* • *Learning and understanding the world around me.* • *To know I'm going to work to get my diploma.* • *Trying new things*
J	**Other (including negative)**	class schedules lunch none nothing sucks to do things	• *Having something to do during the day.* • *It's a public school.* • *My school sucks.* • *Open campus for lunch.* • *Taking easy classes.* • *The more I go the quicker I can get out.*

Questions 95-96 - The best school activity I ever did:

Grades 6-12

	Category	Key Words	Quotes and examples from surveys
A	**Sports**	badminton basketball cheerleading cross country football P.E. soccer softball swimming tennis track volleyball weight training	• *Football* • *Go to the football, basketball games.* • *I joined track last year and it is great.* • *Join sports* • *P.E.* • *Playing basketball* • *Sports, lifeguard, water safety* • *VICA State competitions*
B	**Creative Arts**	art band dance drama music plays	• *Art class* • *Band* • *Dance* • *Do a play* • *Drama* • *Marching Band*
C	**Clubs/ Organizations**	FFA FHA	• *Future Farmers of America. FFA Yeah!!!* • *Was work on an adopt-a-grandparent for the FHA or FFCL club.*
D	**Vocational studies Useful learning**	Ag computers cooking electronics job machine shop shop welding woods work	• *Building a house in construction* • *Computers* • *Cooking* • *Foods* • *It would be shop.* • *On the job training (OJT)* • *Welding* • *Work experience* 286

Questions 95-96 - The best school activity I ever did:

Grades 6-12

	Category	Key Words	Quotes and examples from surveys
E	**Leadership classes/ activities**		- *Being in the play "Addict" for Drug Awareness Day.* - *Drug/Alcohol Day* - *High School Heroes* - *Mr. LHS* - *Scavenger hunt* - *School Pride Day*
F	**Classes/ Class projects/ Assignments**	Language arts Math PE Science Social Studies	- *Designing things science* - *I like my science classes.* - *Reports in assigned groups* - *STD in Health* - *Taking articles out of the newspaper*
G	**School wide activities**	Dances Pep assembly Prom Winter formal	- *Dances after the football games* - *Prom* - *School Dance*
H	**Off campus activities Field trips Outdoor school**	beach camp field trips Newport outdoor Tadmor	- *6th grade celebration at Tadmor* - *Field trips outside of school* - *Going on a field trip to the coast* - *Going to the beach and swimming* - *Outdoor school counseling* - *Lifeguard* - *Water safety* - *Was going on our 8th grade field trip*

Questions 95-96 - The best school activity I ever did:

Grades 6-12

	Category	Key Words	Quotes and examples from surveys
I	**Other**	sleep lunch I don't know I don't remember nothing none	- *I don't know* - *I don't remember* - *Lunch* - *None* - *Nothing* - *Sleep*
J	**Non-specific**	a lot all lots	- *I never had a worst* - *Most of them* - *There are lots*

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Questions 97-98 - The best class assignment I ever had:

Grades 6-12

	Category	Key Words	Quotes and examples from surveys
A	**Research and Reports**	project report research	• *Doing a report on bald eagles* • *Endangered species report* • *Great Mystery Project (report and speech)* • *My AIDS report* • *Outlandish G.S. research* • *Report on Alaska* • *Report on Thailand* • *Research project* • *Research project in language arts*
B	**Language Arts**	book book pictures reading stories writing	• *Creative writing* • *Read a book.* • *Read and then describe by pictures* • *Reading* • *Romeo and Juliet project* • *Shakespeare* • *Spelling test* • *Write a book* • *Write a short story.*
C	**Public Speaking/ Oral Reports**	oral report public speaking speech	• *Great Mystery Project (report and speech)* • *Making and oral presentation about photo journalism* • *Oral reports* • *Physics projects/oral reports* • *Public speaking*
D	**Labs/ Projects**	anatomy experiment lab project	• *A-2 project* • *Anatomy-dissecting a cat* • *Cadaver lab* • *Chemistry lab* • *Development project* • *Encore site development project* • *My science experiment* • *Physics projects/oral reports* • *Posters* • *Project that lasted through 9-10 weeks*

Questions 97-98 - The best class assignment I ever had:

Grades 6-12

	Category	Key Words	Quotes and examples from surveys
E	**Vocational**	cooking foods machine shop welding	• *C clamp in shop* • *Cooking* • *Foods* • *I made a c clamp and a meat tenderizer in machine shop* • *Making a pipe in machine shop* • *Metal Fab* • *Welding*
F	**Science**	electronics experiment labs science	• *Learning about gray wolf* • *Making a laser* • *Science experiment* • *Science planet thing* • *Science test* • *The science straw activity*
G	**Active Learning**	building doing hands on making	• *Build a house for math* • *Building a building* • *Building something* • *Hands on* • *Mouse Trap car* • *Toothpick bridge*
H	**Other specific Classes /projects**	computer health math Spanish	• *Africa A-Z* • *Badminton* • *Build a house for math* • *Eating in Spanish for culture points* • *Health poster where we showed quackery* • *Making our name in health* • *Math story problem* • *Playing computer game (Sim City)* • *Sports- P.E.*

Questions 97-98 - The best class assignment I ever had:

Grades 6-12

	Category	Key Words	Quotes and examples from surveys
I	**Other non-specific classes/ projects**		- *A play* - *Doing a portrait* - *Field trip to recycling centers* - *Roller coaster* - *Stock market*
J	**Other**	don't know none nothing sleep	- *Can't remember* - *Don't know* - *No final exam* - *None* - *Nothing* - *Royalty dance* - *Sleep*

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Questions 99-100 - The worst class assignment I ever had:

Grades 6-12

	Category	Key Words	Quotes and examples from surveys
A	**Research and Reports**	project report research	• *Animal report (10 page typed)* • *Doing a research report, all written, no pictures* • *Endangered species report* • *Long reports* • *Lynx report* • *Population report* • *Reports* • *Research* • *Science report* • *Symbiotic species report*
B	**Language Arts**	book book English language arts pictures reading stories writing	• *Book assignments* • *Book reports* • *English* • *Great expectations* • *Language arts* • *Memorizing a poem* • *Reading great expectations* • *Reading Huck Finn* • *Silent reading* • *Written English report*
C	**Public Speaking/ Oral Reports**	oral report public speaking speech solo	• *Any that require getting in front of class* • *Doing a solo in front of the class* • *Going in front of the class* • *Long reports given in front of a class.* • *Oral report for final exam* • *Oral reports* • *Playing a solo* • *Public speaking* • *Speak in front of a class* • *Speeches*
D	**Labs/ Projects**	anatomy experiment lab project	• *Anatomy projects/ all of them* • *Chemistry Lab, I broke the beaker* • *Labs*

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Questions 99-100 - The worst class assignment I ever had:

Grades 6-12

	Category	Key Words	Quotes and examples from surveys
E	**Other specific Classes/ Projects**	geometry health history math science social studies Spanish	• *9 math assignments that were due in three days* • *A-Z project in S.S red core* • *Badminton* • *Dancing in Spanish* • *Geometry stuff* • *Health test* • *History* • *Math* • *Oregon Trail in Social Studies* • *Science* • *Spanish presentation* •
F	**Other non-specific classes/ projects**	tests worksheets	• *Tests, testing* • *Work sheet # 146* • *Worksheet from lecture*
G	**Other**	a lot of things can't remember don't know everything everything none	• *A lot of things are the worst* • *Academics* • *All* • *Can't remember* • *Don't know* • *Everything else* • *Going to school* • *None* • *The rest* • *They all suck*

Questions 101-102 - The most annoying rule at my school:

Grades 6-12

	Category	Key Words	Quotes and examples from surveys
A	**Food**	candy gum pop	*No drinks in class.* *No drinks, sodas in the hall* *No food in classes* *No gum, candy pop*
B	**Clothes**	dress code hats shirts swimming suits tank tops tops	*Dress code to an extent* *Hat and clothing restrictions* *No hats in school.* *No midriffs showing* *No short skirts for girls.* *No tank tops* *No tee shirts advertising alcohol.* *Shorts have to go to your knees.*
C	**Physical contact**	kissing no affection touching	*I can't touch my girlfriend.* *No affection rule* *No kissing a girl.* *No public displays of affection.*
D	**Language /Behavior**	fighting names respectful running sitting sleeping walking	*Always having to sit down in the lunch room.* *Can't call names* *Can't say "shut up"* *If someone starts a fight, you both get suspended* *No fighting* *No running in halls.* *No sleeping.* *No walking in the grass* *Respecting teachers at all times* *Stay awake*

Questions 101-102 - The most annoying rule at my school:

Grades 6-12

	Category	Key Words	Quotes and examples from surveys
E	**Attendance/ Detention**	absences appeals skipping tardies Thursday school	• *Appeal grades after absences* • *Having to appeal for your grades after not many absences* • *No skipping* • *Tardy rule* • *Three tardies equals a detention.*
F	**Movie rule**	film movie PG-13 R video	• *The rating system for videos.* • *The film policy because it totally needs to be redone.* • *The video PG-13 R movie rule*
G	**Smoking/ drugs**	drugs smoking tobacco	• *No drugs* • *No smoking* • *No smoking on campus* • *Tobacco free*
H	**Anti-gang**	gang	• *No gang symbols* • *No signing, it might be gang related* • *No talking about gangs and stuff*

Questions 101-102 - The most annoying rule at my school:

Grades 6-12

Category		Key Words	Quotes and examples from surveys
I	**Use of Equipment**	balls beepers swings toys	• *No beepers* • *No tag on the big toy.* • *No wall ball* • *You can't sway in the swings*
J	**Other**	all Channel 1 don't know everything lunch no rule none	• *All rules.* • *Don't know.* • *Everything* • *I have no rule that really bothers me.* • *None* • *Religion* • *Watching Channel 1* • *We have such a short lunch period*

Question 103 - A class I would recommend to my friends:

Grades 6-12

	Category	Key Words	Quotes and examples from surveys
A	**Science**	anatomy/physiology electronics health intro to health occupations MST physics science zoology	• *Anatomy/physiology* • *Electronics* • *Health* • *Intro to health occupations* • *MST* • *Physics* • *Science* • *Zoology*
B	**Sports/P.E.**	life guarding lifetime sports P.E. water safety weight training	
C	**Creative Arts**	any kind of music class art band choir drama drawing journalism marching band painting photography theater arts video productions	• *Any kind of music class* • *Art* • *Band* • *Choir* • *Drama* • *Drawing* • *Journalism* • *Marching band* • *Painting* • *Photography* • *Theater Arts* • *Video productions*

Question 103 - A class I would recommend to my friends:

Grades 6-12

	Category	Key Words	Quotes and examples from surveys
D	**Vocational/ Life Skills**	Ag auto auto tech career explorations carpentry cooking/home Ec. drafting machine shop marketing office procedures welding wood shop	• *Ag* • *Auto* • *Auto tech* • *Career Explorations* • *Carpentry* • *Cooking/Home Ec.* • *Drafting* • *Electronics* • *Machine shop* • *Marketing* • *Office Procedures* • *Welding* • *Wood shop*
E	**Academics**	algebra contemporary English history language arts math social studies	• *Algebra* • *Contemporary English* • *History* • *Language arts* • *Math* • *Social studies*
F	**Languages**	French Spanish	• *French* • *Spanish*
G	**Leadership**	leadership	• *Leadership* • *Mini-class*
H	**Other**	applied comm. attendance office computers	• *Applied Comm.* • *Attendance office* • *Computers*
I	None	none	• *None* • *None of them*

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Questions 104-105 - Why would you recommend this class to your friends?: *Grades 6-12*

	Category	Key Words	Quotes and examples from surveys
A	**Interesting/ fun/ enjoyable**	cool easy fun helpful interesting new things	• *Because I really enjoy it.* • *Because it's fun and I like it.* • *Because it's the funnest thing to do in the school.* • *Fun and easy to learn.* • *It's fun and interesting.* • *We do a lot of fun stuff.*
B	**Future use/ Useful/ Job skills/ Learn leadership**	career employment future job useful	• *Helps choose a career you would be interested in.* • *It will help you later in life.* • *It's very useful.* • *Job skills* • *Prepares you for the real world.* • *They teach you skills that employers look for - I have jobs lined up because of these classes* • *They will teach you skills that employers look for.*
C	**Working with others**	group others	• *Because it's a group effort - you're only as good as the worst person - everybody is close friends and you build on that.* • *Like a family kind of. Trust.* • *You learn to work with others.*
D	**Teacher**	awesome cool good great nice understanding	• *Good job, good teacher.* • *Good teacher and fun.* • *He really makes you think. You learn more than just be reading a book.* • *It's fun and the teacher is great.* • *Teacher great fun.* • *The teacher is awesome.* • *The teacher makes learning fun and easy.*
E	**Hands-on**	art building experiments making play	• *Fun hands on class.* • *Hands on animals, plants and making things* • *It's hands-on experience.* • *Lots of hands on things.*

Questions 104-105 - Why would you recommend this class to your friends?:

Grades 6-12

Category	Key Words	Quotes and examples from surveys
F **Opportunity to express self/ personal growth/ Leadership**	express yourself feelings involved leadership shy	• *Because if you have shyness you get over it real fast and you feel like an actor* • *Good way to express feelings.* • *If you have a shyness, it's a good way to get over it.* • *It helps you get involved.* • *It's awesome, it keeps you from being shy.* • *It's fun it lets you be you.* • *The arts are a good way to express yourself.* • *You get involved in a lot of different activities.* • *You learn to be a leader and you get to do interesting things.*
G **Learning**	challenging educational learning	• *History - You learn more than by just reading a book. More in depth - he makes you think* • *I learned a lot.* • *It's educational.* • *Learn.* • *Something new and different.* • *You learn how to build stuff.* • *You learn in an easy way.* • *You learn things.* • *You learn to be a leader* • *You learn to play music.* • *You learn to work with others.*
H **Physical activity**	build get in shape healthy moving physical playing sports strong work out	• *Always moving.* • *Because it's healthy.* • *Because you get to do physical activities and play games.* • *Get strong, toned, and learn safety.* • *Gets you in shape and it's fun.* • *Helps you build physical and mental toughness.* • *I love sports.* • *It's physical and you work with others.* • *It's physical.*
I **Easy**	easy no work	• *Easy grade* • *It's an easy class,* • *It's easy and not much homework.* • *It's fun and easy.*
J **Other**	boring don't like none	• *Because we really don't learn like we should* • *I don't like any.* • *They're all boring.* • *They're all dumb.*

Note: This is the Grade 6-8 version of this question

Question 106 - The best book I was assigned to read (6-8):

Category	Key Words	Quotes and examples from surveys (books)
A **Historical - Biography**	a biography	• *Ancient one (The)* • *Cal Rripken Jr* • *Catherine called bird* • *I am Rosemair* • *Johnny Tramain* • *My side of the mountain* • *Roll of thunder, hear my cry* • *Titanic*
B **Adventure - Mystery**		• *Face on the milk carton (The)* • *Gentle Ben* • *Gold mine mystery* • *Goosebumps books* • *Hatchet* • *Million pound bank note (The)* • *Night of the twisters* • *Outsiders (The)* • *River and hatchet (The)*
C **Stories of people and about life**		• *Giver (The)* • *Hobbitt (The)* • *Maniac Magee* • *Outsiders (The)* • *Where the red fern grows*
D **Text-book - Reference**	science. L.A. social studies, home ec. art	

Question 106 - The best book I was assigned to read (6-8):

	Category	Key Words	Quotes and examples from surveys (books)
E	**Animal - Nature**		*Arm of the starfish (The)* *Flicka (My friend)* *Gentle Ben* *Hank the cow dog* *Hay meadow* *Island of the blue dolphin* *Volcano and destruction* *White fang*
F	**Fun**		*Where's Waldo*
G	**Magazines - comics**	comics	*Comic book* *Playboy*
H	**Other**	fairy tale romance sci-fi	*Sweet valley high* *Three little pigs (The)*
I	**All books - general positive**	all every	*All* *Everyone*
J	**No books - general negative**	don't none	*A short one* *Can't think* *Don't have one* *I have none*

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Note: This is the Grade 9-12 version of this question

Question 106 - The best book I was assigned to read (9-12)

	Category	Key Words	Quotes and examples from surveys
A	**Historical - Biography**		*A biography* *Helen Keller*
B	**Adventure - Mystery**		*Christopher Pike the last vampire* *Contender (The)* *Danny Dunn and the Time Machine* *Fahrenheit 451* *Indian in the cupboard* *Jurassic park* *Last mission (The)* *Outsiders (The)* *Wheel of time*
C	**Stories of people and about life**		*Gatsby (The great)* *Go home* *Great expectations* *Gullivers Travels* *Hamlet* *Huckleberry Finn (The adventures of)* *Johannes Kepler (Harmonious world of)* *Julius Caesar* *Mocking bird (To kill a)* *My side of the mountain* *Old Yeller* *Romeo and Juliet* *Scarlet letter* *Shilo* *Something wicked this way comes* *Watership Down* *Where the red fern grows* *Wuthering Hights*

Question 106 - The best book I was assigned to read (9-12)

Category		Key Words	Quotes and examples from surveys
D	Text-book - Reference		*Anatomy book* *Encyclopedia* *English book* *Science book* *Wheel of time (set)*
E	Animal - Nature		*Summer of the monkeys* *White fang*
F	Fun		*Danny Dunn and the Time Machine*
G	Magazines - comics		*Off road magazine*
H	Other		*Moonlight becomes you* *My own book* *One I picked* *Pick a book and read*

Question 106 - The best book I was assigned to read (9-12)			
	Category	**Key Words**	**Quotes and examples from surveys**
I	**All books - general positive**	many	- *All of them*
J	**No books - general negative**	don't read none not many	- *Hate reading* - *I don't read a lot* - *I haven't had to read books* - *I never read a book*

Note: This is the Grade 6-8 version of this question

Question 107 - The worst book I was assigned to read (6-8)

	Category	Key Words	Quotes and examples from surveys
A	**Historical - Biography**	a biography	- *Ancient one (The)* - *Catherine called bird* - *Johnny Tramain* - *Outsiders (The)* - *Roll of thunder, hear my cry*
B	**Adventure - Mystery**		- *Devil's arithmetic* - *Goosebumps books* - *Harriet the spy* - *Hatchet* - *Hobbitt (The)* - *Jeremy Thatcher dragon catcher* - *Where the red fern grows*
C	**Stories of people and about life**		- *Charlie's Chocolate Factory* - *Driving Miss Daisy* - *Giver (The)* - *Hobbitt (The)* - *The outsiders*
D	**Text-book - Reference**	science. L.A., social studies, home ec. art	- *Home Ec book* - *Logure art books* - *Science books*

Question 107 - The worst book I was assigned to read (6-8)

Category	Key Words	Quotes and examples from surveys
E Animal - Nature		• *Gentle Ben* • *Flicka (My friend)*
F Fun		
G Magazines - comics	comics	• *Comic book* •
H Other	fairy tale romance sci-fi	• *Maniac Magee* • *Sweet valley high* • *The three little pigs*
I All books - general negative	all	• *Every one*
J No books - general positive	none	• *Can't think of one* • *Don't have one*

Note: This is the Grade 9-12 version of this question

Question 107 - The worst book I was assigned to read (9-12)

Category	Key Words	Quotes and examples from surveys
A **Historical - Biography**		• *A biography* • *Johnny Tremain*
B **Adventure - Mystery**		• *Contender (The)* • *Indian in the cupboard (The)* • *Outsiders (The)*
C **Stories of people and about life**		• *Great expectations* • *Romeo and Juliet* • *Gatsby (The great)* • *Something wicked this way comes* • *Huckleberry Finn (The adventures of)* • *Scarlet letter* • *Julius Caesar* • *Gulliver's Travels* • *Mocking bird (To kill a)*
D **Text-book - Reference**		• *Anatomy book* • *Encyclopedia* • *English book* • *Math* • *Math text book* • *Science book* • *Wheel of time (set)*
E **Animal - Nature**		• *Charlotte's web* • *Lassie* • *Watership Down*

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Question 107 - The worst book I was assigned to read (9-12)

Category		Key Words	Quotes and examples from surveys
F	**Fun**		
G	**Magazines - comics**		
H	**Other**		- *Moonlight becomes you* - *My own book* - *One I picked* - *Pick a book and read*
I	**All books - general negative**	many	- *All* - *All of them* - *Hate reading*
J	**No books - general positive**	none	- *Don't know*

Questions 109-110 (A teacher I would recommend to my friends) Why?:

Grades 6-12

	Category	Key Words	Quotes and examples from surveys
A	**Cares about and respect students**	caring kind listens understanding	• *Because she listens to you* • *Because she's a good helper and she's really nice* • *Caring* • *He always listens and he has an open minds* • *He encouraged me when I moved here* • *He respects his students* • *He's a good person with my age kids* • *More than a teacher - a friend* • *She was fun and kind* • *She's always understanding* • *She's caring, helpful and fun* • *They are patient and understanding and strict*
B	**Strict - expects hard work**	expects a lot hard strict	• *Because he's a hard teacher - he helps you with things if you are willing to learn* • *Because they're strict but cool funny and nice* • *If you work hard he's the nicest*
C	**Encourages self-expression and self-developmen t**	aware of kids lets be yourself listens	• *Because she listens to you* • *Gave me tons of great recommendations and signed for me to a counselor at camp* • *He's a good person with my age kids* • *He's nice and makes you feel good about yourself* • *Helped me get on graduation track* • *I really enjoy working with them and them with me* • *She gave us a sense of pride and taught us about self-respect* • *She lets you be yourself - she's fun and fair* • *Tells stories about their life*

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Questions 109-110 (A teacher I would recommend to my friends) Why?:

Grades 6-12

Category		Key Words	Quotes and examples from surveys
D	**Qualities of teaching & learning**	explains fun interesting methods smart teaches time	• *Because when she teaches you learn* • *He explains well* • *He has an interesting fun way of teaching history* • *He helps you with things if you are willing to learn* • *My science and math teacher because he spends time with and helps you understand* • *She explains things well in an interesting way* • *She gets the job done and you learn* • *She spends extra time to make sure she explains all the concepts to us* • *She teaches a lot and you can do experiments* • *She's always willing to go out of her way to help you understand assignments* • *She's cool, nice and teachers you what you're studying so you understand* • *They always make learning fun and interesting* • *They have good ideas and methods* • *When he teaches you understand* • *You understand what he's talking about*
E	**Nice words**	awesome cool fun neat sweet	• *Because they're cool* • *He is a neat teacher* • *She's funny and very nice*
F	**Practical - hands on - active**	experiments learning and fun	• *Because they're all real down to earth people* • *Called me at home to help me* • *He's a hands on teacher and actually teaches you how to do stuff* • *He's the funnest teacher and I learned a lot* • *She makes class fun* • *She teaches a lot and you can do experiments* • *Used games to teach*

Questions 109-110 (A teacher I would recommend to my friends) Why?:

Grades 6-12

	Category	Key Words	Quotes and examples from surveys
G	**Fair - just**	fair honest second chance	• *He's fair and gives you a second chance* • *Let me make up* • *She's fair* • *She's honest*
H	**Helped student through a difficult personal time**	helped troubled	• *Because he helped me through a lot of hard work* • *He's great at getting in touch with troubled, or students that have problems* • *Helped a student through family problems* • *Understood one of worst problems*
I	**None**	don't like none	• *None because they all bicker and fight with kids* • *None I don't like them*
J	**Other**		

Questions 111-112 - The neatest thing a teacher did at my school:

Grades 6-12

	Category	Key Words	Quotes and examples from surveys
A	**caring - helps when there is a difficulty**	helped understood	• *Made sure I always understood everything* • *Understood my problem with homework* • *Understood one of my worst problems* • *Went out of their way to do things for students*
B	**Involved - took part in school activities**	games play trips	• *Made activities we could do things on trips* • *Play a constitution game with me* • *Play a game of volleyball with the 8th graders* • *Playing "Simon Says"* • *Took us to a play*
C	**Great lessons**	experiments labs	• *Make bridge and see if they would hold a lot* • *Science labs*
D	**Active and engaged teaching**	ways of teaching	• *Made sure I always understood everything* • *Science labs* • *Used games to teach*
E	**Recognized students personally**	compliment listened self respect sharing	• *Ate with me and my friends* • *Called me at home to help me* • *Complimented me on my work* • *Hired me for track manager* • *Gave us a sense of pride - taught us self respect* • *Tried to work with me*

Questions 111-112 - The neatest thing a teacher did at my school:

Grades 6-12

	Category	Key Words	Quotes and examples from surveys
F	**Giving to the school and/or students**	money outside recess time	- *Bought the class milkshakes* - *Does stuff with students* - *Give me money* - *Give us extra recess* - *Helped a student pass* - *Helped me get on graduation track* - *Let us have free time* - *Lets us go outside for 15 minutes a day*
G	**"Giving in" - gives privileges**	gum homework	- *Let animals come to school* - *Let us ride our skates at school* - *Let us watch a movie* - *Lets us chew gum* - *Lets us do lots of art* - *Not assign homework*
H	**Revealed personal self to students**	shared stories	- *Tell stories about their life*
I	**negative**	don't know none	- *Can't think of anything* - *None* - *Nothing*
J	**other**		

Questions 113-114 - The most frustrating thing about life at my school:

Grades 6-12

	Category	Key Words	Quotes and examples from surveys
A	**Homework/ Work**	boring homework long-periods work	• *Deadlines we have to meet but it builds character.* • *Getting ready for finals at the end of the semester.* • *I'm bored* • *I work after school and still have to do homework.* • *Teachers think we have nothing to do after school but homework* • *Trying to do all the homework* • *Work* • *You get homework too much.*
B	**General relation-ships with other students**	kids people	• *Guppies* • *Is when people don't know how shut up.* • *Some of the kids.* • *The immature kids.* • *The pushy stuck up people that think they're all that.* • *Way people act to one another.*
C	**Rules/ Getting in Trouble**	code punishment rules tardy trouble	• *All the rules (2)* • *Dress code* • *Getting in trouble for nothing.* • *In trouble for skipping.* • *Tardy and absent rules* • *The strict rules, especially the halls and the bathroom.* • *There is more punishment for the little things that happen than for the more extreme incidents.*
D	**Administrators / teachers**	administrators Mr., Mrs., Miss x principals teacher	• *Getting in trouble for nothing* • *In trouble for skipping* • *Some teachers act as if they don't care about students* • *There is more punishment for the little things that happen than for the more extreme incidents*

Questions 113-114 - The most frustrating thing about life at my school:

Grades 6-12

	Category	Key Words	Quotes and examples from surveys
E	**Budget Cuts**	cuts money	• *Sports being cut* • *They are cutting everything.* • *We also don't have the money we need.*
F	**Drugs (other Students)**	drugs druggies	• *All of my friends doing drugs* • *Dealing with the stupid druggies, they don't like me.* • *Everyone does drugs.* • *Students and the kids that do drugs*
G	**Disrespect, negative interactions, discrimination (other Students)**	don't care kids people picking on respect students teasing	• *Being pregnant and feeling that we're looked down on - the attendance side gets hard when you are ill* • *Everybody picking on others.* • *Kids don't care. They have no respect and no self-discipline.* • *Teased* • *The rude comments. People don't respect other peoples' stuff or other people. Usually means they don't like themselves.*
H	**Peer pressure, (Other Students)**	kids people students	• *All the people who think they are better than you.* • *People that think they are tough* • *People who thing they are cool but are really "dicks"* • *The pushy stuck up people that think their all that. Putting up with annoying people* • *The racist kids.* • *There is always someone who can do something better*

Questions 113-114 - The most frustrating thing about life at my school:

Grades 6-12

	Category	Key Words	Quotes and examples from surveys
I	**Schedules/ Times**	block early lunch schedule	• *Block schedule* • *Having to be at school so early* • *Having to get up early.* • *Lunch is too short.* • *Schedule* • *The attendance side gets hard when you are ill (pregnant)* • *The block schedule and encore* • *The long periods* • *The short lunches* • *We need a longer lunch*
J	**Other**		• *Being pregnant and feeling that we're looked down on* • *Hypocrisy.* • *I'm an alcoholic* • *Nothing* • *Religion* • *Stress* • *The cafeteria food tastes bad.* • *They won't let me play softball (girl)* • *Wanting to hit someone* • *Worrying about the future*

Questions 115-117 - Anything else you want to tell us?

Grades 9-12

Category	Key Words	Quotes and examples from surveys
A **Teachers**	Mr., Mrs., Miss teacher	• *Have the teachers loosen up, please.* • *I really don't like Mr. X's class it sucks he always talk with his hands.* • *I think that most of the staff needs to become involved with the students and the students' projects* • *Many teachers don't want to help us.* • *Mr. X is awesome.* • *Some teachers don't write down my assignments when I turn them in so I get bad grades.* • *Too many teachers still work here even though they are incompetent (Mr. X) (Mr. X) . I'm glad I'm graduating.* • *You need to get better teachers that care about kids.*
B **Administration**	Administration Mr. , Mrs. principal	• *I don't think there's anything we can do to make school more fun. But I'll graduate. Mrs. X sucks.* • *I really wish you guys had psychology and sociology classes.* • *The administration needs to back off the students. We should keep Mr. X* • *This school sucks when they handle Religion*
C **Budget Cuts**	cuts money take away	• *Don't cut sports. IT is the only spirit we have left.* • *Extra curricular activities are what we as students look forward to when we go to school. Don't take them away from us.* • *I have heard that some of the classes may be dropped. I do not recommend construction or machine shop to be on this list. A majority of the local employers in the area are construction or machining companies.* • *If you guys cut sports like you are proposing, the drug use in this school will rise significantly. As if it wasn't high enough.* • *You need to keep the shop class. Make kids have fun for future career.*

Questions 115-117 - Anything else you want to tell us?

Grades 9-12

	Category	Key Words	Quotes and examples from surveys
D	**Schedule**	block classes lunch schedule too long	- *Classes are too long.* - *If school started ½ hour later, and ended 45 minutes later, the students would think that it was worth it.* - *Lunch time should be longer* - *School shouldn't start so early. Tired kids don't learn as well. I know from experience.* - *We need longer lunches.*
E	**Rules/ Discipline**	rules punishment	- *Crack down on drug use, not smoking.* - *I don't think there's anything we can do to make school more fun. But I'll graduate.* - *I think it's a stupid rule that we can't wear our hats.* - *If you miss 3 assignments you get a detention* - *Movie rule is dumb. We're all over 13.* - *Need more discipline. Need to make it "funner". LHS Rules!*
F	**Sports**	sports	- *Don't take sports, or else!!!* - *What's going on with school sports next year, huh?* - *You guys need to let kids that just moved here play sports.*
G	**School (Positive)**	best fun good like	- *I don't have that much school pride because I've been to so many, but I'm glad this is the one I've stayed the longest at.* - *I think this school is a great learning environment to teach us what the real world's like. Rewards and punishments for actions* - *I've been to a lot of schools and I find that this is the best so far.* - *That my school is a good school*

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Questions 115-117 - Anything else you want to tell us?

Grades 9-12

Category	Key Words	Quotes and examples from surveys
H School (Negative)	boring don't like dull not fun sucks	• *Have "funner" classes. Work together more.* • *I don't like tests or schools* • *I don't think there's anything we can do to make school more fun. But I'll graduate.* • *My school sucks bad.* • *School stinks* • *School sucks.* • *That school should be "funner" and more enjoyable. It's so dull and boring.* • *This is the worst school I've ever gone to.* • *This school is poor.* • *This school sucks.*
I Curriculum		• *Get rid of Channel 1 news.* • *I don't think there's anything we can do to make school more fun. But I'll graduate.* • *I really wish you guys had psychology and sociology classes.* • *Rethink about what the school needs to be involved with such as personal problems!* • *This school sucks when they handle religion.*
J Other	no survey	• *FU* • *God loves you . Go to church man!!!* • *God rocks!!* • *I hate you.* • *no* • *Nothing.* • *This survey is really annoying.* • *This survey sucks.* • *We're all mad here. Help me!*

Prepared by Lebanon Community School District Teacher Workgroups with Mary C. Dalmau, Gwen Meyer and Robert Roberts. June 1997

Lebanon Community School District

K-5 Student Survey - Narrative Analysis

Coding & Analysis Table - 1997

(Version 2)

The ***Student Survey Coding Table*** (K-5) has been prepared by workgroups of district teachers from the students' answers to narrative, open-ended survey questions. It has two purposes:

1. to assist with coding of student responses to narrative questions and preparation of the surveys for data entry in FileMaker Pro, and
2. to support the interpretation of reports of collated data generated by the data-base program.

This coding table contains three types of information about each of the narrative questions on the K-2 and 3-5 versions of the survey:

1. **Category names**: The narrative data from a sample of student surveys was grouped to form up to 10 categories of answers for each question.
2. **Key words**: to assist with the understanding of the responses summarized by each category.
3. **Quotes & examples from the surveys**: some examples of the students' words to further assist our understanding.

Coding of student responses to narrative questions and preparation of the surveys for data entry

Confidentiality: As you go through the surveys you will find that some of the students have used names of teachers or other students in their responses. You have privileged access to this data—you also have a serious responsibility to maintain confidentiality about any personal information found on the surveys. **As you go through the surveys erase all personal names used (or use a black marker pen to cover them)**.

Troubling or troubled responses by students: If the language or content of any student response is troubling to you, *e.g. a response indicating a student is seriously troubled*, put it aside and bring it to the attention of the Principal or teacher responsible for the surveys. In some cases we have formed a category called *Troubled or troubling responses* so that the number of such responses can be counted by the data entry program.

What to do:

For each survey:

1. **Remove personal references**: Erase all personal names found on the survey (or use a black marker pen to cover them).
2. **Code responses to each narrative question:** use the coding table to assign codes to the student responses (*using large digits and letters and the brightly colored pen provided—make sure they are easy to see!*)
   e.g. ***(1) f, (2) a.***

colored pen provided—make sure they are easy to see!)

e.g. ***(1) f, (2) a.***

If you cannot find a matching category, use the code for *Other*. Don't forget to add a key word to the *Other* category on your coding table. .

Troubling or troubled responses by students: If you find a problematic response put the survey aside and bring it to the attention of the Principal or teacher responsible for the surveys.

3. **Collect any information that will assist your school to understand, interpret and report the student responses:** for example—
   - add key words or examples or students' words to the coding table (we have left extra space for you to add more information).
   - collect into a separate pile some examples of student responses—interesting ways that students have expressed ideas (add a sticky note to the survey forms in the pile that explains why you have put it in the pile, e.g. great answer to Q's 93-94).

Notes on Questions:

Q. #	Comments
Demographic data	**Demographic data is located at the beginning of the survey, and the computer data entry screen.** **Gender = Box 1 (A= male, B= female)** **Language = Box 2 (A= English, B= other)** **Grade level:** enter grade level circled Teachers may have coded two additional boxes: **Support = Box 4** (if blank, select (a) none) **Program = Box 5 (6-8 only)** (if blank, select (a) none)
1-3,5-7,9-11,13-15,17-19,21-23,25-27,29-31	Write the letter answers of the first three responses in each group, e.g. for Q's 1-3 (1) d (2) gg (3) m Then count all the responses and follow the instructions in the next row. If the student has responded in words (rather than letters) try to find the matching letters in the list and write those. If you cannot make a match just treat them as an unanswered question.
4,8,12,16,20,24,28,32	Count the responses to each group of questions and write the letter that matches that number (from the ***Number-Letter Equivalent Table***, below), e.g. if there were five responses to Q.1-3, you would write (4) e
52-66	Enter "A" for all checked answers—If box is not checked do not enter anything
67-92	A=I usually don't like, B= I usually like, C= I always like, D= I don't do this
93-117	Add codes, update coding table if appropriate and collect interesting responses (as described above).

Categories- *My picture of what I like at school is about:*

Questions 1-2

Grades K-5

Category	Key Words	Quotes and examples from surveys
A **Social relationships with other students**	being with friends friends friends at school girlfriends making friends sharing students table groups working with my friends	❖ *A community we are building* ❖ *A student in my class* ❖ *Being with my best friend* ❖ *Busy time with ….* ❖ *Eating lunch with my friends* ❖ *Friends playing* ❖ *I like playing with my friends at recess* ❖ *Me and my two friends swinging my friends and i by the bubble bars* ❖ *Play with my friends at outside recess* ❖ *We are friends*
B **Play, PE, sport**	blocks equipment jump rope monkey bars PE play-dough playground recess sports swings toys	❖ *A baseball field* ❖ *I like to swing* ❖ *I love recess because you can do things that you cannot do inside* ❖ *It is fun you can play in pe* ❖ *Me playing at recess* ❖ *Outside game* ❖ *PE* ❖ *Play with my friends at outside recess* ❖ *Playing sports* ❖ *Recess outside on the fort* ❖ *Sunny day playing baseball* ❖ *Swinging* ❖ *Tether ball, i like it, it is fun* ❖ *The outside of the school* ❖ *The playground* ❖ *The track* ❖ *Trees at recess*
C **Teachers**	helps me Miss …. Mr. ….. my teacher tutor	❖ *I like counting with my teacher* ❖ *I like my tutor time* ❖ *My teacher helps me* ❖ *My teacher teaches best* ❖ *She is the best* ❖ *Teachers they are nice* ❖ *They are nice*

Categories- *My picture of what I like at school is about:*

Questions 1-2 *Grades K-5*

	Category	Key Words	Quotes and examples from surveys
D	**Classroom & school climate**	classes fun lunch schoolwork second home	❖ *Eating lunch with my friends* ❖ *I feel I have room and I am close to nature* ❖ *I like to eat lunch* ❖ *I like to eat watermelon* ❖ *It is fun* ❖ *It is fun and .....* ❖ *It is very very fun* ❖ *School being a second home for me* ❖ *The classroom is my favorite place*
E	**Creative arts**	art band draw drawing making things music painting	❖ *A book about music a band with stories* ❖ *Art that is my favorite thing* ❖ *Art: it is a card for Mrs. X and it is a picture about sunshine* ❖ *Drawing - I like to draw and color and make lots of things* ❖ *I enjoy singing, playing and listening to music* ❖ *I like to do art* ❖ *I like to paint rainbows* ❖ *I like to write a picture* ❖ *Me drawing in art and I'm drawing a tree* ❖ *My favorite thing at school and that is music history*
F	**Language arts**	books library phonics poetry reading spelling text stories writing	❖ *Books because i like reading* ❖ *D.e.a.r.* ❖ *I like to do my phonics* ❖ *I like to read* ❖ *Me loving to read* ❖ *Me reading a book* ❖ *My green book* ❖ *Pre-reading a book* ❖ *Spelling* ❖ *Title school* ❖ *Writing stories*

Categories- *My picture of what I like at school is about:*

Questions 1-2 *Grades K-5*

	Category	Key Words	Quotes and examples from surveys
G	**Math and number**	counting division math multiplication speed test times test	*Bi-five (five minute facts test)* *Division papers I like to do* *Doing multiplication facts* *How I like math* *I like counting with my teacher* *I like math* *I like math a lot* *I really love counting* *I think the math program is OK* *Math because it is my favorite subject* *My homeroom math* *Speed tests* *Times test* *Word problems in math*
H	**Computers**	computer games computers keyboard typing	*Computer - I like a bunch of its games* *Computer class* *Computers in the library* *I like to type, it is fun* *Me typing in the computer typing class* *Using the computer*
I	**Other subjects**	food health history local area nature and the environment science social studies solar system	*Doing social studies* *Habitats (science)* *History* *Holding the chicks* *Mr x teaching science* *My favorite thing at school and that is music history* *The solar system*

Categories- *My picture of what I like at school is about:*

Questions 1-2

Grades K-5

	Category	Key Words	Quotes and examples from surveys
J	**Other**	anything that is not already covered field trips super pros	❖ *Getting super pros* ❖ *Going to …….*

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Categories- *I like this because:*

Questions 3-4 ***Grades 3-5***

Category	Key Words	Quotes and examples from surveys
A **fun**	awesome enjoy fun happy play	❖ *It is fun to climb on with my friends* ❖ *It is fun to play* ❖ *It's fun it's the only time we see our friends* ❖ *It's good work, cool, fun, nice, beautiful, great* ❖ *It's nice, it's fun and it's awesome* ❖ *School is fun* ❖ *They are fun* ❖ *You get to have very good fun*
B **Physical activities**	ball games exercise fun games play recess sports	❖ *It gives you strength and it is fun* ❖ *It is fun and I like to run* ❖ *It is fun and I think recess is the bestest part of the day* ❖ *It is fun to climb on with my friends* ❖ *It's fun to play ..... (sports)* ❖ *So I can play outside* ❖ *There are lots of fun things to do on it* ❖ *We play games*
C **Likes the subjects**	art bugs science writing reports doing math	❖ *Computers are fun* ❖ *I like art* ❖ *I like hard words* ❖ *I like math* ❖ *I like to draw* ❖ *I like to read books* ❖ *Science is neat*
D **Learning**	challenge getting good grades knowing things learning about ... learning new stuff tests	❖ *Computers help me learn stuff, they are fun* ❖ *I can learn about things* ❖ *I have a lot of imagination and thinking. Also I express my feeling* ❖ *I like hard words and to take tests* ❖ *I like it because we do lots of things like reports* ❖ *It challenges me to learn new stuff* ❖ *It helps me with math and helps me to get good grades*

Categories- *I like this because:*

Questions 3-4

Grades 3-5

	Category	Key Words	Quotes and examples from surveys
E	**Enjoys social relationships with other students**	friends he kids she student	❖ *All my friends got me into liking it* ❖ *Best friend - she is very fun to be with* ❖ *I have a lot of imagination and thinking. Also I express my feeling* ❖ *I like being around the other kids* ❖ *It makes us be friends when we build blocks together* ❖ *It's fun an* ❖ *My friends and I like to walk the track and talk* ❖ *The only time we see our friends*
F	**Appreciates relationships with adults**	counselor principal special ed teacher teachers	❖ *Mr. X is kind* ❖ *Mrs. X is in it and Mrs. X is my favorite teacher* ❖ *My teacher helps me*
G	**Troubled or troubling responses**	alone don't like work hate	❖ *I'm always alone at break*
H	**Other**	break food lunch	❖ *I'm really hungry by lunch* ❖ *It's fun and it gives us a break* ❖ *Lunch, I'm always hungry*

Categories- *My picture of what I don't like at school is about:*

Questions 5-6 *Grades K-5*

Category		Key Words	Quotes and examples from surveys
A	**Nothing - likes everything**	likes everything nothing	❖ *I like everything* ❖ *I like it all* ❖ *There is nothing at school I don't like*
B	**Unwanted touch - fighting**	chasing choke fight fighting hit hurt kicking kisses pick on me punching pushing	❖ *Boys kissing me* ❖ *Don't fight, kick, punch, throw rocks argue* ❖ *Fighting over the swings* ❖ *Getting hit* ❖ *I don't like fighting* ❖ *I don't like it when my friend punches me* ❖ *I hate fighting it makes me feel bad* ❖ *Kids pushing at school* ❖ *Kids pushing other kids off a toy* ❖ *People who hurt me* ❖ *Pushing me down in the grass* ❖ *Pushing me in the mud*
C	**Not getting on with other students/ friends**	3rd graders 5th graders arguing calling names cussing groups of kids making fun pick on me teasing	❖ *A big kid* ❖ *Fighting arguing* ❖ *I do not like it when no-one plays with me* ❖ *I don't like it when people make fun of me* ❖ *I don't like it when the kids won't play with me* ❖ *People making fun of may name at recess* ❖ *Some group of kids* ❖ *Somebody teasing me on the swings* ❖ *Working in groups*
D	**Not getting on with adults**	bus driver counselor teacher	❖ *I do not like the music teacher* ❖ *The teacher was not fair - she said I was talking*

E	**Math**	arithmetic arithmetwists division math math problems	❖ *Arithmetwists* ❖ *Division* ❖ *Easy math problems* ❖ *I do not like math* ❖ *Math write up*
F	**Language arts**	English reading spelling writing (cursive)	❖ *A spelling paper* ❖ *Doing my spelling* ❖ *I don't like to read* ❖ *Reading dittos* ❖ *Word families* ❖ *Writing a story*
G	**School-work - other subject areas**	art computers health homework journals library music music science social studies testing	❖ *Journals* ❖ *Music* ❖ *Not having anything to do except science* ❖ *Science and social studies* ❖ *When we have science*
H	**Discipline (punishment)**	detention detention name on board pink slip principal sent to office sitting on bench/wall timeout trouble	❖ *Chalk board with names on it* ❖ *Getting in trouble and going to the office* ❖ *Getting my name on the board* ❖ *I don't like being on the bench* ❖ *I don't like getting into trouble* ❖ *Me getting detention* ❖ *Sitting in the office* ❖ *Standing on the wall at recess*

I	**Outside, PE, sport**	bars basketball big toy playground rain recess running swings tetherball	❖ *Getting wet* ❖ *Jumping rope* ❖ *Me at recess* ❖ *Running the track* ❖ *The big toy in the playground* ❖ *The green bars* ❖ *The merry-go-round* ❖ *The swing set'* ❖ *We need a bigger slide*
J	**Other**	drugs lunch bus bathroom title 1 video/movies etc	❖ *Assessments* ❖ *Blurt alert* ❖ *Cafeteria food* ❖ *Cleaning up* ❖ *Counselors* ❖ *Homework* ❖ *The whole school*

Categories- *I don't like this because:*

Questions 7-8

Grades 3-5

Category		Key Words	Quotes and examples from surveys
A	**Relationships with other students**	fighting hurt mean not fun teasing yells or screams	❖ *I hate some of the students here.* ❖ *I have no one to play with.* ❖ *Others try to take the ball away.* ❖ *She is a snob.* ❖ *She is mean to me when I don't do anything.*
B	**Relationships with teachers**	bus driver counselor he she sub teacher	❖ *She is mean and yells.* ❖ *She treats us like babies.*
C	**Unwanted touch- fighting**	fighting pushing	❖ *I don't like pushing.*
D	**Rules/ discipline**	detention detention name on board pink slip pink slip sitting in the office	❖ *I absolutely do not like detentions.* ❖ *I can't have candy on recess.* ❖ *Sometimes I get a pink slip.* ❖ *When you speak, your name goes on the board.*

Categories- *I don't like this because:*

Questions 7-8

Grades 3-5

	Category	Key Words	Quotes and examples from surveys
E	**Feelings of inadequacy**	can't do confusing don't understand not good at too hard	❖ *I think my art looks dumb.* ❖ *I'm not good at reading.* ❖ *Reading- I feel like I'm the slowest reader.*
F	**Problems with the enjoyment of learning**	bad boring gross isn't fun tiring too easy too hard	❖ *It is a little too easy.* ❖ *It is boring.* ❖ *It is dumb* ❖ *It is hard* ❖ *It tires me out* ❖ *It's gross*
G	**Problems with school building and services**	bathroom stinks lunch tastes bad not cooked	❖ *It is small and the walls are gross. There was a mouse.* ❖ *It tastes bad* ❖ *It's either cold or not cooked all the way through* ❖ *It's gross* ❖ *The bathroom it stinks* ❖ *The lunch is sometimes rotten and from the week before*
H	**Troubling or troubled**	hate	❖ *I hate school* ❖ *I have no one to play with.*
I	**Other**		
J	**Outside, PE, sports**	bars gym no slide recess	❖ *I have no one to play with.* ❖ *I slide off and hurt myself.* ❖ *It goes too fast.* ❖ *It is boring to have recess in the gym when it rains.* ❖ *Not fun, boring* ❖ *Others try to take the ball away.* ❖ *Recess is only 10 minutes.* ❖ *There is no slide.*

Categories- Do you have *anything else you'd like to tell us?*

Questions 9-10 *Grades 3-5*

	Category	Key Words	Quotes and examples from surveys
A	**Problems with budget, funding, organization**	budget don't close it (a school)	❖ *This school is cool, don't close it* ❖ *Yeah, the budget cut sucks*
B	**More sport or activity**	recess	❖ *I think we should go out to recess*
C	**Praise of schools**	good school	❖ *I feel safe in the class the most* ❖ *I like this school better than any other* ❖ *XXX is a good school*
D	**Problems with other students**	bad words mean people	❖ *People are so mean to me* ❖ *Kids say bad words and don't stop*
E	**Problems with adults**		

Categories- Do you have *anything else you'd like to tell us?*

Questions 9-10 *Grades 3-5*

	Category	Key Words	Quotes and examples from surveys
F	Enjoyment of learning		
G	Personal problems in their life		
H	Troubling or troubled	hate	
I			
J	Other		

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Prepared by Lebanon Community School District Teacher Workgroups with Mary Dalmau & Gwen Meyer

Lebanon Community School District Educator Survey

Thank you for taking the time to complete this survey, which was designed by a team of ten Lebanon teachers and two University of Oregon faculty. All information on the surveys will be kept confidential and will be used to aid in the District's school improvement planning.

Please circle your primary role:

General Teacher — Advising/Support

Specialist Teacher — Administration

Length of Service as an Educator in Lebanon schools: ______ year(s) ______ months

Name of your school: (Do not write the name of your school if you teach in one of the small schools listed below)

____

☐ **I teach in a Small School*:** (Waterloo, Sodaville, Sand Ridge, Tennessee, Gore, Crowfoot)

***If you teach in a Small School, do not identify your school by name**

Tell us what you think about the opportunities for learning and participation available to students in your school by putting the letter of the appropriate description in the box next to each area of learning:

A	Students in my school *have good* opportunities to learn about/participate in:
B	Students in my school have some opportunities, *but need more*, to learn about/participate in:
C	Students in my school *do not have, but need,* opportunities to learn about/participate in:
D	Students in my school *don't need* opportunities to learn about/particpate in:

1 ____ Athletics/sports and/or PE

2 ____ Becoming responsible citizens

3 ____ Caring for nature and the environment

4 ____ Communication-public speaking

5 ____ Computer skills

6 ____ Cooperative ways of working

7 ____ Creativity, e.g., drawing, painting, making things

8 ____ Foreign languages

9 ____ Getting along with other people

10 ____ Initiative and problem solving

11 ____ The world and the people of the world

12 ____ Becoming lifelong learners

13 ____ Mathematics

14 ____ Music

15 ____ Reading

16 ____ Science

17 ____ Self-confidence and belief in themselves

18 ____ Study skills

19 ____ Understanding work-preparation for work

20 ____ Writing

Check all the box(es) that fit(s) for each statement.

◆ When I need support in my teaching, I usually talk to:

a fellow teacher	my principal	personal friend	family member	no one
☐	☐	☐	☐	☐
21	22	23	24	25

◆ I feel supported, praised, encouraged in my teaching by:

the district	my principal	my fellow teachers	my students	parents
☐	☐	☐	☐	☐
26	27	28	29	30

◆ I feel that I am *not* adequately meeting the needs of the following students in my classroom:

TAG	ESL	average	SED	identified for other special services
☐	☐	☐	☐	☐
31	32	33	34	35

Three things you do that are valued by the district: (36 38)

Check the box that fits best for each statement.

How often:	**Often**	**Sometimes**	**Rarely**	**Never**	**Don't Know**	
...do you feel supported, encouraged, praised, recognized for what you do?	☐	☐	☐	☐	☐	39
...are parents supportive of teachers and the job they are doing?	☐	☐	☐	☐	☐	40
...are you able to plan with other teachers when you would like to?	☐	☐	☐	☐	☐	41
...do you have access to a reasonable amount of curricular materials?	☐	☐	☐	☐	☐	42
...do you have access to the technology you need?	☐	☐	☐	☐	☐	43
...do you have the training you'd like?	☐	☐	☐	☐	☐	44
...do you feel that the site council at your school is effective?	☐	☐	☐	☐	☐	45
...are you satisfied with your methods of assessment of student progress?	☐	☐	☐	☐	☐	46
...are you encouraged to try new teaching approaches?	☐	☐	☐	☐	☐	47
...are you encouraged to develop new curricular ideas/themes?	☐	☐	☐	☐	☐	48
...do general and special teachers plan curriculum together in your school?	☐	☐	☐	☐	☐	49
...do you feel that you are adequately meeting the needs of all of your students?	☐	☐	☐	☐	☐	50

In each of the two columns below, put a check in all of the boxes that apply:

Which strategies do you use to measure student progress?

Which strategies *actually give you helpful information* about student progress?

51 ☐	65 ☐	grades
52 ☐	66 ☐	observation
53 ☐	67 ☐	parent/teacher conferences
54 ☐	68 ☐	performances and displays
55 ☐	69 ☐	personal contact with students
56 ☐	70 ☐	collections of evidence
57 ☐	71 ☐	report cards
58 ☐	72 ☐	student led conferences
59 ☐	73 ☐	testing
60 ☐	74 ☐	standards
61 ☐	75 ☐	benchmarks
62 ☐	76 ☐	scoring guides
63 ☐	77 ☐	student work
64 ☐	78 ☐	personal contact with parents

For each of the 4 questions below, choose from 1-5 answers from the list at the right. Put the letters of the answers you choose on the lines beneath the questions.

Which measures give parents the best information about student progress?

___ 79 ___ 80 ___ 81 ___ 82 ___ 83

Which help you most with curriculum design and teaching?

___ 84 ___ 85 ___ 86 ___ 87 ___ 88

Which measures are the least helpful?

___ 89 ___ 90 ___ 91 ___ 92 ___ 93

Which measures would you like to learn more about or have more help with?

___ 94 ___ 95 ___ 96 ___ 97 ___ 98

a) grades
b) observation
c) parent/teacher conferences
d) performances and displays
e) personal contact with students
f) collections of evidence
g) report cards
h) student led conferences
i) testing
j) standards
k) benchmarks
l) scoring guides
m) student work
n) personal contact with parents

Comments? (99 101)

Check the circle that fits best for each statement.

	Yes	No	Sometimes	Don't Know	
* In general, I think the students in my school see value in their learning and can use it in their lives.	○	○	○	○	102
rents are given enough opportunities to participate in schools.	○	○	○	○	103
* Teachers in my school have adequate input about what is taught.	○	○	○	○	104
* All classes in the district at similar benchmark levels should use the same curriculum.	○	○	○	○	105
* On the whole, parents in the district are well-informed about school reform.	○	○	○	○	106
* The workshops/inservices I attend are helpful in my teaching.	○	○	○	○	107
* Students get the emotional support they need to be successful in school.	○	○	○	○	108
* Parents are well-informed about the curriculum.	○	○	○	○	109
* I would like to have more input into the process of curriculum adoption.	○	○	○	○	110
* Students and teachers in my school feel safe.	○	○	○	○	111
* My supervising administrator has enough information about what I do to evaluate my performance fairly and effectively.	○	○	○	○	112
* Students have a voice in the evaluation of their progress.	○	○	○	○	113
* Parents help to create IEPs.	○	○	○	○	114
* Magnet schools (schools with a special focus) would be a good addition in the district.	○	○	○	○	115
* Students get the behavioral support they need to be successful in school.	○	○	○	○	116
* I like to be innovative in my teaching and try new things.	○	○	○	○	117
* Parent input is invited in my building.	○	○	○	○	118
* I have adequate time to talk to parents about the progress of their child.	○	○	○	○	119
* I know all I need to know about differentiating instruction.	○	○	○	○	120
* I would like to see an open enrollment policy in the district.	○	○	○	○	121
am comfortable using scoring guides.	○	○	○	○	122
ne district administration is well-informed about what goes on in schools.	○	○	○	○	123
* Parent input is valued in my building.	○	○	○	○	124
* I know what the site council in my building is doing.	○	○	○	○	125
* Parents in my school are well-informed about student progress.	○	○	○	○	126
* Schools that have good programs should be able to keep them.	○	○	○	○	127
* I would like to have more opportunities to team teach.	○	○	○	○	128
* All classes in the district at similar benchmark levels should use the same teaching approaches.	○	○	○	○	129
* The student assessment measures I use give me helpful information.	○	○	○	○	130
* I would like to have more time to plan with other teachers.	○	○	○	○	131
* Resources should be equalized across the district by taking materials, technology, etc. from schools that have more and giving them to schools that have less.	○	○	○	○	132
* The teachers in my building work well together.	○	○	○	○	133
* The School Board is well-informed about what goes on in schools.	○	○	○	○	134

Comments? (135-137)

G-

340

Three things you do that are not valued by the district (138-140)

2

Only one more page to go...

What do you think is a reasonable expectation for technology in your classroom?
(141-143)

G

For curricular materials?
(144-146)

G

If safety is an issue in your school, what would help to make your school safer?
(147-148)

G

In which areas of your job do you feel you are having the most success?
(149-150)

What 3 adjectives best describe the school year so far?
(151-153)

In what areas would you like to have (more) help and/or professional development?
(154-156)

G

What do you like most about your job?
(157-159)

G

Are there any community resources (or people) that are not already being utilized that could help your school or the district?
(160-161)

G

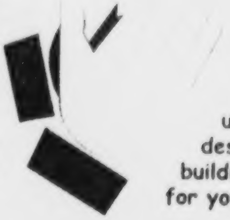
What is/are the most frustrating thing(s) about your job?
(162-164)

G

What question do you wish we'd asked you but didn't?
(165)

What would your answer be?
(166)

Anything else you want to say?
(167)



You're done!

Please give your completed survey to th union representative or othe designated person in your building. And again, thank you for your time!

Created for the Lebanon Community School District by Nadia Kotal, Gwen Meyer & Mary C. Dolman

Narrative Analysis Summary

Lebanon Teacher Survey

Lebanon Community
School District

May 1998

This booklet is a compilation of the responses to the narrative, open-ended questions (#s 36-38, 99-101, and 135-164) on the teacher survey that was administered in March. After analyzing the responses to each question, we grouped the responses to form up to 10 categories for each question. Categories vary across questions.

Not every answer from the surveys was included in this booklet. To do that would have resulted in an extremely long booklet with lots of repetition. We have done our best to make sure that the content of every answer is represented in the responses here. That was done in two ways:

1) Where many teachers gave the same response to a question, we counted the number of times that answer was given and put the number in parentheses following the answer, (e.g., for Question #157, on page 23, *What do you like most about your job?*, 105 teachers answered "working with kids/students".

2) Sometimes, teachers gave different versions of an answer. For example, in Question # 162, on page 27, *What is/are the most frustrating things about your job?* , Category A was about not enough time- but different teachers mentioned different things they didn't have time for (i.e., planning, collaboration, team building, paper work, etc.) All together, 46 teachers mentioned something about not enough time, and we included the variety of things they didn't have time for in the answer. For all categories in all questions, the most frequent responses are listed first.

As you look through the Teacher Survey Reports, use this booklet to help interpret the answers to the questions (#s 36-38, 99-101, and 135-164). You will know when to refer to the booklet when you see the message: "See Narrative Analysis".

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36-38: Things you do that are valued by the district

Category		Quotes and examples from surveys
A	**Excellent Teaching/ Hard Work/ Successes**	- Teach: freshman core, lifeskills, a class for college credit, my students how to be good citizens, students to read, elementary students, crisis prevention classes, math in an integrated, heterogeneous context, a class, kids responsibility and hold them accountable, relationships with students, hands-on science, writing program, science, social skills curriculum, problem solving (19 teachers gave one or more of the previous responses) - Teach well; deep concern and personal pride in my role as an educator; model lifelong learning; spend extra time in preparation; I work hard! (12) - Developmentally appropriate practices; differentiated instruction; integrating curriculum; use Foss curriculum; develop curriculum; innovative programs (8) - I handle almost all of the discipline, behavior and attendance problems that occur in my classroom (5) - Maintain classroom environment where mutual respect is valued - Newspaper articles about my classes and student awards - I know my principal, fellow teachers, and the Lacomb Community value all the things I do. But I feel the only thing my district values me for are the test scores my students achieve - Feeding team, Interviewing new/future speech pathologists
B	**Commitment to Students**	- Commitment to students; work successfully with students (8) - Response to "individual" needs of kids; willingness to work with hard to reach students; work with a range of abilities (4) - Carry a huge caseload of students - Keep kids safe - Foster healthy self esteem - Function as student advocate
C	**Positive Parent/ Community Relationships**	- Maintaining good relations with parents and community members; positive attitude toward Lebanon Schools when talking to community members (8) - Parent conferences after hours or over and beyond district time (2) - Keep parent complaints to a minimum (2)
D	**Participating in Committee Meetings/ Workgroups/ Fundraising**	- Serving on committees/attending meetings: addressing Oregon Reform Act issues; S.T.W. activities; teacher evaluation task force; work on CIM committee; ALO committee; participated in Goals 2000 workshop; work with other educators in ORE.; Primary Assessment Task Force ((34) - Committee leadership, leadership skills (4) - Grant work, fundraising (3) - Site Council (3) - Provide positive school climate (2) - Labor management as a Union officer
E	**Extra Work/ Money**	- Volunteer EXTRA hours with no pay (11) - Technology plan, support (2) - Pay for items the district should - Extra duties I'm paid for. - Coaching
F	**Come to Work/ Don't Make Waves/ Compliance**	- Show up to work everyday on time; don't take sick days, rarely need a sub (26) - Keep a low profile (make no waves); do not take advantage of our policies/guidelines (6) - Do whatever is asked without a chance for input, be supportive of district decisions (3) - Attitude positive (2)

36-38: Things you do that are valued by the district

Category		Quotes and examples from surveys
G	**Professional Development**	• Attend work sessions/workshops; take classes to improve my skills (7) • ELIC Training
H	**Assessment/ Documentation/ Providing Evidence**	• State level scoring on reading, writing, speaking; understanding and working with the benchmarks; preparing students for state assessments; performance tasks; collections of evidence (11) • Do paperwork and get it in on time; IEPS on time (7) • Student led conferences involving portfolios; parent teacher conferences (3)
I	**Don't Feel Valued/ They Don't Tell Me/ Not Sure/ Don't Know/ Nothing/**	• I have no idea! (19) • I do not feel valued by the district; this administration doesn't value the hard work, and dedication of its employees (15) • Never thanked or recognized for any of my work or accomplishments; not often/ever told that I am valued (9) • Nothing (3)
J	**Other**	• Communication with physicians • Being alive with a pulse • Scheduling • Travelling between schools • Student retention • Student travel • Encourage cooperation with each other • Gain trust of staff • Save money by doing with less/or recycling • Attendance

99-101: Comments?

Category		Quotes and examples from surveys
A	Lack of Time	- I feel like we're given all of these tasks i.e., collections of evidence, scoring guides, more kids, more responsibilities, more meetings, less prep time, less help, less supplies, etc, and not TIME. (3) - Planning with other teachers- collaboration, preparation, etc.; only if I use my time (evenings, weekends) (2) - Time to sit as a whole staff and work on schoolwide plans-doesn't happen anymore.
B	Lack of Support	- I am overwhelmed by the lack of support for teachers, school, and students. I feel that decisions are made that have a huge impact on my teaching, time and family life of which I had absolutely NO input. I feel those decisions are being made by people who don't have any idea what the average classroom is like. (3)
C	Meeting Student Needs	- Smaller class sizes would help the most. 30 students a class is too many to truly reach or measure (2) - I feel the most important aspect of student achievement is holding them accountable for their actions! Quit pushing along kids who are not passing any of their classes!!!!!
D	Evaluation/ Assessment/ Scoring Guides/ Reporting	- We now do report cards and portfolios and parent/teacher conferences and student led conferences and CIM/CAM folders and benchmarks and scoring guides and testing. When do we eliminate? Make a decision on # of performance tasks in CIM folders- don't change each week. We need a revised report card. (4) - I feel that the testing, standards and benchmarks have been changed and adjusted so many times we are still not working with an accurate tool for assessment. The curriculum does not match the testing material. (2) - When reporting to parents we need 1 common method. Trying to do report cards, portfolios and conferences is too much. It is all time consuming and yet we are not given any extra time for what we are asked to do. (2) - There are ways that teachers see improvement/progress in a student that does not register with paper (i.e. tests, work, report cards) and parents do not take this into account. There is also discrepancy between progress and state/district expectations with testing and benchmarks/standards. Parents have difficulty with both. (2) - I am up to date and on board for CIM implementation. I have had good training and am pleased with my performance - I usually do student led conferences but the way the conference days are scheduled gave us no time. I miss them. We have one day with no prep this spring. - There needs to be clarification specific to the system on how to achieve benchmark standards yet still give kids credit for below CIM standard work. Conflict between differentiated instruction and meeting high standards.
E	Curriculum and Teaching	- Staff and students do not understand the role of or difference between differentiated instruction and differentiated curriculum - So much to learn! So much to teach! I love it though. - I think allowing teachers more time to learn from each other and about new requirements is the most helpful thing that can happen to develop curriculum and new teaching ideas. - We need reading materials at a level appropriate for our students, the grade level texts are often too difficult.
F	Parent Relations	- I work with lower level students and have very little contact with parents (their choice, not mine)

99-101: Comments?		
	Category	**Quotes and examples from surveys**
		- Parents often tell me that they are not involved with their children and school - There needs to be a concentrated effort by society to place value on good parenting and encouragement of parents to work with schools not against them to help their children be the very best they can be…responsible, well educated, quality citizens.
G	Other	- Above survey hard to do. Difficult to figure out what you're asking-doesn't measuring progress give you helpful info on progress??? - It bothers me to take the time to full this survey out when all it's doing is trying to get me to say "tests grades and report cards are evil- standards, benchmarks, scoring guides and portfolios will cure all if we just had more training." - Don't believe you need to ask this many questions to find out so little information

135-137: Comments?

Category		Quotes and examples from surveys
A	Programs/ Resource Allocation/ Equity	• Schools who have worked on grants to acquire resources in their buildings should not have to give them up; just make it a priority to meet the needs of every school- "Same" is not "equal"; I think the district (and state) are trying to initiate too many new programs/(changes) at once, without the staff development, time or money to make it successful. (8) • I do not agree with the idea of a "one size fits all" curriculum, but if we are going to be driven by benchmarks and CIM tasks we may need to go to a standardized instruction plan. • In small schools, the moving of administration and staff really hurt programs and support. • We need more adults for students to get behavioral support they need!
B	Lack of Time/Money	• There's not enough time to do what we're told to do- even working 60 hour weeks- and then prepare for what we do best: teach. EVEN IF IDEAS ARE GOOD, I don't have time to plan to use the new ideas and materials; workshops/meetings take time that is needed for planning, preparation, evaluation and reflection; need plan time with other teachers (18) • There is not time for meeting with all parents because of the "special " needs of a couple of students and because of continual workload being increased by district/state. (2) • Inequity of work load and assistant time- lack of principal F/T to make decisions. • Inequity of plan time- why do I get 60 minutes per week to plan 8 subjects and the H.S. get 90 min. per day to plan 1 or 2?
C	Staff Moves	• Students and teachers feel safe as far as personal safety, but teachers don't feel "free from involuntary transfer" safe • Since the change of principals and teacher, I see a lot of upset among teachers. They don't know each other well enough to cooperatively work together. They can't be a support team to each other. • Before the swapping of teachers and administrators, our school had a collaborative work staff that met and worked together often to achieve schoolwide goals for students. We don't have this anymore and need more professional development days to try to get this back. • In small schools, the moving of administration and staff really hurt programs and support.
D	Teaching/ Classes/ Planning	• Teachers should be able to follow the state content standards without being forced to use a particular text. We are trained to write our own lessons and thematic units and should be treated like professionals. (2) • Reduce class size!! If class size cannot be reduced, hire more adult class aides or use high school seniors to increase individual attention. (2) • The class loads at my school are not equal. One group has all of the top kids with supportive families. Their test scores will be better and jobs easier, behavior issues less. 90% of our TAG kids are in those 3 rooms. It is discriminating to children in my classroom who feel they are lower class citizens. • I am well versed in the scoring guides. I wonder how those who are new to this feel? • I like teaching at Lacomb. • As a parent, I'm upset by High school block schedule. Results in less teaching time (homework is done at school!) Results in more schedule conflicts so my children can not get classes that benefit them. • Benchmark standards should be the common thread in curriculum, not practices in teaching.

135-137: Comments?

Category		Quotes and examples from surveys
E	Open Enrollment	- Open enrollment would be nice for my school, but would definitely force the others to make drastic changes. - Open enrollment would work if there were adequate space and teachers.
F	Lack of Support from Administration/ District/ School Board	- In order for district level administration and School Board members to be well informed, they need to spend time in each building. I don't mean a cursory walk through. Quality time spent interacting with the culture of each school and the population therein is needed. (5) - The district does not seem to value a cohesiveness and stability for teachers to be confident in what will happen in the next year. I also feel that I do not receive the type of support that enables me to be more successful with a class(2) - How can the teachers inform parents about reform when the district doesn't have clear guidelines? - The district does not provide much opportunity for inservices/workshops- no sub pay, etc. - I am fortunate my building principal is supportive of professional development activities. Since there are no Eisenhower funds available. - I feel the LHS staff is misunderstood by the District. Staff is viewed as whining or being resistive to training or changes when some fundamental understanding about what is needed has not been clarified to or by the LHS staff or District Office staff - I feel unsupported by my supervising administrator. Our administrator is gone too often and has little or no positive contact with students and teachers.
G	Parents	- Parents have multiple opportunity to learn about reform, curriculum, policies- unfortunately many choose not to participate in these opportunities. (3) - To be truly invitational to parents…I think schools are going to need to open their doors evenings, weekend and summers and support a multitude of activities.
H	Survey	- Confusing questions-What do you mean by "adequate input"? WE are to teach to the ccg's/benchmarks. That is not our "input". We have input in only the way we present the curriculum- not what the curriculum should be. Am I misreading the question?
I	Other	- Poor communication within - I do not believe a lot of students feel safe. We have students that we must keep who continue to bully and intimidate others. - Schools should be allowed to use "sight based management".

138-140: Things you do that are not valued by the district.

Category	Quotes and examples from surveys
A Excellent Teaching/ Successes/ Hard Work/	• My expertise in teaching; being VERY GOOD at what I do! Successes of program; benefits to kids; accomplishments (professional), dedication to a job I love; innovation/ time put into developing good curriculum/lessons (23) • Working with huge classes with little support. (9) • High case load, variety of disorders served; working with "behaviorally challenged" kids(6) • Teacher planning/time for teaming (4) • Teach without a text; use old reading program (2) • It seems that teachers who quietly do a good job get little, if any recognition. • Narratives; weekly newsletters; art; PE; stressing neat handwriting • Provide the only emotional support some kids get. • Refer students for special needs assessment who often are overlooked. • Giving up my assistant time for other schools • Choir leading • Put up with all the absenteeism, apathy and discipline problems • Scoring guides
B Commitment to Students	• The care and concern that I have for each student's well being (5) • Work with special needs students (3) • Extra effort and concern for students; energy, dedication (2) • Identification of health needs of students. • Try to know my kids well • One on one student health care in health rooms (support to office staff) • Organize student activities, ie ski trip, student council
C Building Parent/ Community Relationships/ Loyalty to District	• Building family/teacher relationships (4) • Stay with this district in spite of all its troubles; staying on even through problems; make positive comments about the district (3) • Building positive community relations (2) • Put up with disrespect/families and students; parent attacks on teachers (2) • Newsletter sent home weekly • Health education/teaching with children and their families • Live in the community (and vote)
D Participating in Committee Meetings	• Extra work(committees that take us out of room) (4) • Serve on statewide TBI committee • Meeting attended-Futures Committee, School Board meetings, Transitions,
E Extra Time/ Money/ Work	• Extra time spent to (106 responses mentioned one or more of the following): plan, work with students, develop curriculum, have a smooth running class, attend mandated workshops, attend IEP meetings, learn about benchmarks, attend classes, serve on committees, attend meetings, do paperwork, do report cards, research, develop new activities, work on projects, attend staffings, keep up with changes, score state writing assessment, correct papers, prep for CIM • Extra money spent for: instructional materials, general supplies, art and science supplies, printing, books, conferences, helping students, professional development, equipment, (30 responses mentioned one or more of these items) • Don't ask for reimbursement and then red lined in my salary • $ for increase in students with block schedule- double the #, less $ • Time spent by my family on my classroom equipment repair, servicing • Finding ways to save money • Take extra time from my family to take care of school needs

138-140: Things you do that are not valued by the district.

Category		Quotes and examples from surveys
F	**Making Waves**	• Honest expression of disgust with school reform acts • Point out that the number of reports and plans required is taking away from working with students, staff and parents. • Ask questions • Support for others that express disgust at school reform acts • Advocate for teaching staff on needed changes in system
G	**Professional Development**	• Increase expertise by taking classes and workshops; attending workshops on weekends/summers. (5) • Becoming knowledgeable on my own (by taking classes, workshops, reading journals) • The amount of release time needed for teachers to fully understand and implement new state assessment measures • Difficulty in keeping current on special ed procedure • Professionalism/my own choices for professional development. • Teacher as social worker; "therapy" or debriefing; training in social work methods
H	**Colleague Support/ Relations with Colleagues**	• Mentoring new teachers (not supported financially) • Supporting other teachers in my specialty • Provide support/materials to other teachers who are then recognized for these activities as their own. • My relationships with other staff members in my school
I	**Professionalism/ Experience/ Individuality**	• Seniority; my experience; professionalism; opinion of teachers (8) • Give professional opinion, i.e., child needs testing…10 other people who don't know the child have to okay it first; providing information about needs of my class that are not being met. (3) • I want my step that I lost this year!!!!! • Have a family and am a member of this community • Who I am as an individual- my needs.
J	**Other**	• Not sure… Don't' know; how would I know? (6) • The District administrators don't know my name. • SandRidge/Sodaville kids are on busses for 2 hours a day. This is not to the children's best interest. • Need for phone • Move yearly • Not using leave days • I really don't think anything I do is valued by the administration. I teach for the kids' sake. • Being rebuked for the actions of a few of my professional co-workers • At my two schools, the support from the district has not been as strong as at larger schools- ie, assignment of staff, etc. I try to respect them but I don't feel respected back

141-143: What do you think is a reasonable expectation for technology in your classroom?		
	Category	**Quotes and examples from surveys**
A	**Familiarity/ Training with Computers**	• All students have access to it and training to use it. (keyboarding, accessing information) (19) • Staff training time for computers (8) • A(roaming) computer specialist to work with students on keyboarding and program skills (4) • It would be nice for students to come in with a similar background in computers so that we could actually utilize them without taking curriculum time away to teach computer skills • Have teachers' guide for computer teaching
B	**Computer Lab**	• Every school should have a computer lab; it would be nice to have a school lab so teachers could do whole class lesson; 1 or 2 computers per classroom is not very useful (14) • A "friendly" (to staff and students) computer lab and an assistant with internet
C	**Up-to-Date Computers in the Classroom**	**1 computer** • 1 up to date computer with CD Rom and software, access to internet (22) • A computer for each teacher to use as a gradebook, for attendance; for writing (7) • I think I should have a "newer" (Macintosh) computer for student use. Currently I have an Apple II • Computer for each student (2) • A computer for every 3 students (2) • 1 computer for each 4 students (2) • 1 computer for 5 students (2) • 1 computer for every 5-8 students • 1 computer with printer available for every 6 kids • 1:7 ratio of computers to students **2-4 computers** • 2+ up computers per classroom with software(7) • 2-3 computers/class networked, one printer (4) • A couple up and running computers and someone to show kids how to use them (3 • 3 computers with equal memory/ram, programs,CD Rom, printer/scanner/spell checkers(2) • 3-4 computers per classroom, with software (6) • 3-4 computers with CD Rom per classroom. CD student writing center, Encarta • At least 4 working computers **5 computers** • 5 computers (3) • 5 computers, 1 teacher/4 students **More Computers/Updated Computers** • More computers (10) • The use of Macs continued and support of Macs with software, hardware, etc. (4) • Adequate, updated computers with meaningful programs (3) • 12 Pentium computers
D	**Phones**	• Phone hook-ups in rooms (9)
E	**Email/ Internet**	• Computers with internet access in each room (30) • In school email; reduce paper memos and increase communication with staff and parents (8)
F	**Other Technology**	• VCR & monitor (4) • First I need electrical outlets • Set of classroom calculators

141-143: What do you think is a reasonable expectation for technology in your classroom?

Category	Quotes and examples from surveys
	- Calculators shared with another classroom - Overhead - Filmstrip machine - CD player - Students can use cameras, computers, faxes, etc. to make appropriate presentations - More cameras that work - Computerized items as you would find use for in the home- range, appliances, sewing machines - Laser disk player - Printer-modem-computer-TV hook-up
G Updated Technology	- Reasonable access for all students to be able to utilize reasonably up-to-date equipment. - Upgrade technology other than just computers - Machines that work consistently - Up to date equipment- something state of the art.(3)
H Other	- Use of scoring guides; availability - No clue - Future plans seem adequate - Something to aid in individual growth - Something to aid in storing info and communicating

144-146: What do you think is a reasonable expectation for curricular materials in your classroom?

Category		Quotes and examples from surveys
A	**Textbooks/ Supplemental Materials**	• 1 textbook per student. Every student should have a text. (No classroom sets) (22) • Enough money to buy supplemental materials such as classroom sets of novels, science material, etc.; that there will be adequate material to support the curriculum. (We got a science book that requires materials we do not have. We spent too much time gathering materials.); We have an adopted reading series but we only have the books, no supplementary materials; materials (science, math, art, supplies, etc.) received in a reasonable amount of time (22) • Books: books all my kids can read; lower grades- more Big Book type materials; reading materials for developing skills to work with accommodations or use literature in high interest/low vocabulary format; getting additional books and software; lots of books; small "libraries" in every classroom in which reading is a significant part. (10) • Math textbooks; math books that children can take home- like old series! adequate supplies like Mathland (7) • Writing and spelling; text for science; classroom sets of basic SS (6) • Extensive resources for classroom use (Large Atlas, several dictionaries, thesauruses, complete Encyclopedia, fact books, supplemental to library; foreign language dictionaries) (4) • Enough to cover needs • Access to set in library • Since the last math and science adoption, I feel we have plenty of curriculum materials • Social studies texts that are current- with one book for each student. • 1 book per student- "current" • Text books newer than my 1982 versions • More developmentally appropriate materials for students to use. • Opportunity to look at series before adopted and to get all parts of it.
B	**Supplies/ Funds to Buy**	• A budget!!! that included them • Measurement/calculation tools and manipulatives for 1 classroom • Money for sheet music • Printing costs • Balance scales • Unlimited Xeroxing • Something more than just the "supply" budget • Improved budget to purchase videos
C	**Computer Related**	• More software for computers including: software for teaching concepts; for specific age levels; educational computer programs; to manage home; keyboarding software; specific subject related software; graphing would be helpful (22) • Computer lab (2) • Internet access (2) • I would like to have a teacher-usable computer for my records. (Apple IIE are okay for class of kindergartners to use but not for teacher records) (2) • Computer for group presentations; for lessons; (2) • Computer training (2) • A variety of software programs for MAC • Clean and upkeep for current computers
D	**Other**	• Quantity; to have some, period. (2) • Don't know • Usually met • What our committee asks for

147-148: If safety is an issue in your school, what would help to make your school safer?

Category	Quotes and examples from surveys
A **Buses**	• More consistent expectations by bus drivers; set high standards (3) • Buses- drivers are losing control • School bus drivers letting students off of buses. • Buses- loading • Buses NOT safe.
B **Playground**	• Staff to supervise a fence around the playground- • Fully fenced (locking) playground to prevent people walking through • Covered blacktop play area for rainy days. • Playground with more shavings • Playground supervision- that is non-confrontational • Better playground equipment
C **Facilities**	• Shatterproof glass in the hallways! (6) • Repair to buildings and furnishings; update facility; building is old, dirty in disrepair; fewer students in larger, updated modern lab facilities (5) • Paved parking lot- outside lighting; the parking lot is inadequate for a large school (4) • A new school. It is a crime that the LMS students have to use the facility they have; we need a building! (5) • Gates on the back fences; secure or closed campus (3) • Adequate furniture. It's hard to move around in my class because of the hodge podge of desk, tables and chairs; make desk improvements (2) • Gates with locks, better visitor check in system • Better water faucet, toilet facilities. • Either moving 1-2 blend into building or installing plumbing for restroom. • Bookcases in library are NOT secured to the walls- an unbelievable earthquake hazard! • Leaky gym. • Science rooms over-crowded, poorly designed • Storage area for junk on the stage
D **Behavior/ Violence Management**	• More consistency in dealing with behavior problems. Having a time out room for kids out of control; larger, trained staff to deal with raging students; administrative support to remove volatile students from the school environment when needed; some students feel unsafe due to other student bullies and extreme behavior problems. (22) • Upper grade students who are held to behavioral standards by administration and parents. (2) • Student stealing and vandalizing • Ability to come down harder on those students that bring unsafe materials to school without threat of lawsuit
E **Health**	• Building not clean…health issues (disease) • Yes, better drinking water. • Safety is not an issue in traditional sense. Safety for sexual activity/health is.
F **Increased Supervision**	• More playground supervision; more supervision before and after school; lunchtime supervision; patrolling halls with walkie talkie (13) • Yes, a police officer on campus at all times (2) • Additional staff to work with unsafe children, practicing appropriate behavior daily • Adults doing crosswalk duty, not kids • The drop off and pickup procedure • Stiffer penalties for breaking rules (major infractions)
G **Preventative Measures**	• Classes too large to supervise closely (6) • Two way communication from office to classroom and classroom to office (3)

147-148: If safety is an issue in your school, what would help to make your school safer?		
Category		Quotes and examples from surveys
		• Yes, every single visitor should have to wear a tag. Often there are strangers in my building; Stranger ID (2) • Time to go over safety procedures with staff • Social skills curriculum K-6 • More consistent messages • Improved dress code to help improve behavior • Less keys available to students • More info, drills for lock down • Only our students on campus • More money to spend on maintenance and security measures. • Everyone see that the basic rules help when we follow them
H	Parents	• Consequences given-parents assume some responsibility-less problem solving • Yes. Parental education. • Parent involvement- a consequence for them • Parents educated to the harmful effects of some TV and Nintendo stuff, and how to discipline children so that they don't intimidate others.
I	Not an Issue	• Not an issue; our school is safe (13)
J	Other	• We always need working on this but discipline/safety never goes away • More respect

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149-150: In which areas of your job do you feel you are having the most success?

Category		Quotes and examples from surveys
A	**Working with Kids/ Relationships with Students**	• Working with students; caring about kids; motivating students; feeling they are making good progress; relating with students; student relationships; making them excited about certain activities; letting them know I care (47) • Working with special needs students • Introducing younger students to my subject • Availability to students. • Assessment of students • Improving of own student skills
B	**Parent/ Teacher Relationships**	• Parent/teacher relationships (10) • Organizing parent community and defining the school's role; establishing a parent advisory group as a support system (2) • With smaller # of students, parent contact is easier to maintain • Working with individual kids and families (2)
C	**Math, Reading, Writing, Science**	• Reading; using my creative teaching style in the area of reading 16) • Life math skills, math problem solving (12) • Writing instruction (12) • Science (5) • Using ELIC technique in Reading literacy • Using Mathland. • Portfolios • Social studies
D	**Contributing to Positive Classroom, School Climate**	• Having a positive, climate in my classroom where students (most of them) enjoy being there, enjoy learning, and know they are cared for and safe; creating a loving/trusting environment for kids (4) • Creating a classroom environment in which students are willing to take risks in learning • I can see that my influence is affecting the school in positive ways
E	**Working with Colleagues**	• Working with staff and community employees to provide for students (9) • Working with staff and students on appropriate use of accommodations. • Working with teachers to bring in effective reform
F	**Student Growth/ Progress**	• Students are learning the content and having fun; I have seen a lot of growth in my class this year; I feel like there are may successes, too many to enumerate; (I love the students. I feel I'm having a successful year, ie, they're learning and growing; student progress in academics, like reading and math; progress socially (14) • Developing student self-esteem-confidence in their abilities. It's okay if I learn differently. I am capable and see gains; making students feel good about their learning and academic progress (7) • Motivating kids to become self-directed learners; developing life long learners (2) • Touching a few students by showing unique opportunities (but to be honest- good portion ruin it for others); providing opportunities for students who excel (2) • Keeping kids enthusiastic about school • Kindergartners enjoy school; most are successful, with prereading skills. All like books; kids show excitement while learning map skills. I think kids are doing well on math skills but I'm not sure we are addressing all of the skill areas. Confusing. The sequential aspect of math is not as evident in recent years. • Teaching new skills to children • Continuing to insist students rise to occasion/high expectation some are starting to do so

149-150: In which areas of your job do you feel you are having the most success?

Category		Quotes and examples from surveys
G	Personal/ Professional Growth and Development	• Professional development re: brain research • Staying current on changes • Slowly learning to use my computer in the classroom. • Teaching a grade level I haven't taught before • Adjusting to my new school has been my primary focus. • I feel good about all areas of my job most of the time. • Organization
H	Behavior/ Social Skills/ Problem Solving	• Students incorporating skills to control behavior (3) • Social skills, modifying behavior problems; behavioral issues (4) • Helping kids learn and feel good about themselves (2) • Helping students to problem solve both individually and as a group (2) • Classroom management • Dealing with SED and TMR children • Discipline and citizenship, work ethic and being responsible • Retention
I	Planning Curriculum/ Instruction/ Assessment/ Scoring Guides	• Developing NEW and innovative instructional plans (11) • Teaching (8) • Learning the scoring guides and state benchmarks; collection of evidence (6) • Creating materials; implementing new ideas and curriculum; classroom interventions, modifications, adaptations; meeting learning style differences (4) • Teaching kids the basics • Extra curricular activities, (plays, songs, etc.) • Caring, validating, adjusting • Hands on type classes. • Making concepts understood • Promoting a level of interest in certain subject areas. Integrating movement and multiple intelligences into subject matter. • Showing an interest in lifelong learning • Mastery of subject I teach • Student-led conferences • Trying to incorporate more benchmark materials into lessons
J	Other	• Extra Title I allotment of nursing time at ____ makes my overall job in the building more effective. • I'm not sure this year! • I'm feeling so fragmented in many academic areas- it's hard to feel real success in any area • We are finally making progress in computer technology- Hewlett-Packard grant at Cascades • Attendance • Extra curricular duties • Respect • Working with ALO • Technology • Seeking outside sources of funding

151-153: List three adjectives that describe the school year:

A	**It's working really well**	Beautiful Collaborative (2) Collegial Dynamic Enjoyable (5) Enlightening Enthusiastic Excellent Exciting (9) Exhilarating Fruitful Fun (10) Great (2) Joyful (2) Learning Motivating Productive (2) Progressing (2) Rewarding (10) Successful (4) Super Surprising Upbeat Wonderful	D	**It's good!**	Caring (2) Clean Developing (2) Eye Opening (2) Flexible Friendly Full of change Good (2) Hopeful Interesting (10) Inviting Involving Orderly (2) Pleasant Positive (4) Positive adjustment Pretty good Promising Quiet Relaxing (2) Satisfaction (3) Supportive Varied
B	**Busy and Challenging**	Active Adapt Busy (20) Challenging (28) Communications Demanding (5) Focused Intense (4)	E	**Comparison**	Basics, New! Better (3) Better morale Busier Change (4) Different Improved More fun Much better New (3) New Building Restructure Smoother
C	**Hard and Often Confusing and Disorganized**	Ambiguity Cautious Chaotic (4) Confusing (14) Crazy (2) Difficult (5) Disjointed Disorganized (2) Fragmented (4) Frustrating (38) Hard (3) Hectic (14) Hell Pressure Stormy/calm/stormy Stressful (26) Tough (2) Trying (4) Uncertain (2) Undecided (2) Uneasy Unfamiliar Unorganized Unpredictable	F	**Difficult Emotions**	Angry Anxious Apathetic Apprehensive (3) Depressing (7) Disappointing (2) Hopeless Isolated Lonely (2) Lost Not fun Worry

151-153: List three adjectives that describe the school year:

G	**Overwhelmed**	Drowning in paperwork Meeting overloaded Overburdened (2) Overloaded (5) Overwhelming (13) Overworked (3) Too much expected Too much to do
H	**Time**	Behind Fast (9) Lack of Time (2) Long (8) NO TIME Paperwork Plans Quick (2) Rapid Rushed (4) Scrambling SIP, DIP, TIP Tight Time Consuming Time-crunched Too short time
I	**Exhausted**	Draining Exhausting (18) Tiring (11)
J	**Unpleasant Relationships**	Cliquish Confrontative Cynical Disrespectful Dissension Persecuted Unappreciated Uncooperative Underpaid (2) Unfair Undersupported Unsupportive

154-156: In what areas would you like to have (more) help and/or professional development?		
	Category	**Quotes and examples from surveys**
A	**Scoring Guides/ Assessment/ Benchmarks**	• Scoring guides; scoring the benchmarks for reading; reading assessment; state standards; performance tasks; scoring guides for speeches and all other areas besides reading and math (56) • Relating benchmarks to our curriculum (4) • Assessing K-2 with state benchmarks for writing, reading, math (4) • Writing Task Performances (4) • School reform procedures (3) • A trained assistant- trained in using scoring guides, to help score the reams of papers • Continual efforts in LA, math portfolios- we are on the right track in addressing benchmarks • How do we deal with new state requirements? (Not theory classes, but actual this is what we're doing classes) • I wish the district would check on specific classes taught by different teachers and align evaluation so we can see that all kids are evaluated equally for the same class.
B	**Curriculum/ Instruction**	• Reading/Language Arts (Grant 2000 1998-1999); A LANGUAGE ARTS CURRICULUM How to teach reading in the midst of a content area class. (16) • Science; inquiry based science (our Foss kits are not inquiry based); someone who could lend useful ideas and strategies in curriculum. (5) • Differentiated learning and curriculum (4) • Writing; writer's workshop from the very beginning (4) • Social studies (3) • It would be great to have someone who was knowledgeable in my area (science) involved in curriculum; it would be useful to have people experienced in my subject area visit team members for positive reinforcement and helpful suggestions; collaboration on units and "new" ideas with my department (3) • More help in the class with math. Kids are very low; development of open ended math problems for teachers (2) • Speaking • Character education • Smaller classes • Goal setting for individual students (refinement of goals) • Writing longer term tasks; how to help students understand that CIM tasks are theirs and I can't help them; How do I meet everybody in my classroom's needs • Curriculum changes for state mandated changes • How to systematize teacher and student using accommodations. • Team teaching, cooperative teaching
C	**Technology**	• Computer Technology (11) • Technology (9) • Discovering and using current technology- and how to adapt these uses to the curriculum. More computers and someone knowledgeable to run the computer lab. • Technology for my use as record keeping etc. also for teaching students • More technology (internet, email available to students)
D	**Behavior Support**	• Behavior interventions/support(8) • Handling children who already "don't care" about school • Working with special needs students and ADD/ADHD students (2) • Working with SED kids (2) • More classroom management techniques/approaches; classroom management shortcuts (2) • Dealing with disruptive students I mean real help no feely, touchy things real advice-Something I can really use in the classroom.

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154-156: In what areas would you like to have (more) help and/or professional development?		
Category		Quotes and examples from surveys
E	**Special Education**	• Special ed. requirements; legal issues; 504 laws (3) • ESL • Working with IEP students • TAG; providing for TAG students without going to next grade's materials.(3) • I would like to be able to have students evaluated for IEPs in a timely manner – not take forever. • Counseling for our students • Special Ed/Resource time with kids!!!!!!! • Autism workshops • State, federal, district policy/laws on special ed.; need more guidelines, examples, support • Counseling classes to work with special needs kids, i.e., ADHD/Depression in kids • I think there needs to be more staff in special education to help better implement IEPs.
F	**Time/Time Management**	• More time (3) • Time to score for LA • Time management and stress relief (3)
G	**Time/ Teamwork Planning/ Teaching**	• Time to plan together with other teachers (5) • Teachers need more professional development work days that are not filled with district agenda- need days to collaborate and plan curriculum for the students. (3) • Leave me alone more and let me teach. Too many meetings, paperwork, etc. I would like to have time to meet with teachers in my area. I have had none. Most of the meetings I am required to attend are a waste of my time; just leave us alone to plan and work on lessons and create! (2) • I would rather have time to compile some of the ideas I already have. • We need more help and more time in developing all the plans that are required by District Office. All of our time is being taken in plan development meetings and surveys. • I would like more time to learn the curriculum. In the small school, how to use what little time we have to our advantage. • Opportunities for learning are there but the time isn't. • Management, more time to address issues.
H	**More Assistants**	• IA training - classroom/playground (2) • Classroom aide time!! • Assistant training days without the students • A trained assistant- trained in using scoring guides • I could really use a paid teacher's aid, or two. I had a couple of classes that have topped 50 this year.
I	**Other**	• Starting beginners • Library • More funds for library books, etc • Communication and articulation with LHS teachers • Longer summer vacation • Knowing how to select the most effective research tools • 1st time dept. head to help coordinate • School within a school models

157-159: What do you like most about your job?

	Category	Quotes and examples from surveys
A	The Students/ Student Growth	• Working with students/kids (105) • Kids making progress; seeing the kids grow in one or more of the following areas: knowledge, behavior, responsibility, social skills, academics; I love the kids. I get a real sense of satisfaction when they progress. (25) • Students that really try to do their best and are successful; the kids who are trying to learn and want to be here; seeing kids take initiative in their own learning (6) • Helping students learn and achieve; helping them achieve great things; making a difference in students' lives (4) • The opportunity to excite children about learning. Their laughter and frequent joy; providing students with challenges (4) • Seeing the "light bulb" come on over a kid's head; the "ahh-has"! when they get it.. the children connecting with new ideas; the rewards of seeing students experience small successes when the "light goes on". (5) • Same group of kids; having kids for 3 years! (2) • Being able to be involved one-on-one with students in the health room • Respect of students • Kids keep a person "young" • I love the children and their potential for learning • The community feeling! • Meeting 1 on 1 with students to plan for their educational goals. • Opportunities to be creative with children • Being 100% for kids, but feeling they come last sometimes. • Grade level of children • When a student makes a giant leap in reading and is so proud she wants to take the book home.
B	Staff/ Colleagues	• The staff (37) • Working with friends • My excited, enthusiastic colleagues • Collegial atmosphere • The professionalism of the staff
C	Teaching/ Curriculum	• Actual teaching or helping children (12) • Freedom to be creative (5) • My subject area (4) • Designing curriculum and implementing innovative curriculum. Seeing motivated students as a result. • Increases both my knowledge and that of the students • Seeing anyone learn something new • My successes • Health teaching in classrooms • The quiet times when I can reflect and think about my teaching • Direct instruction; designing materials • Enjoy my curriculum area • Classroom activities
D	Parents/ Community	• The parents (12)
E	Administrators	• A very supportive principal (4) • Having a boss who trusts and supports staff • Support by principal to try new things she tries to say "yes"

157-159: What do you like most about your job?		
	Category	**Quotes and examples from surveys**
F	**Variety/ Challenges/ Growth/ Improvement**	- Variety; constant and new challenges; the challenge of working with the diverse needs of children, watching their "learning lights" click on and the looks on their faces when they succeed. (9) - Personal growth - Improvement - My freedom and independence to try new things
G	**Climate/ Working Environment**	- Small classes (2) - Working in a caring, committed environment (2) - Some freedom and autonomy (2) - Working in a small school. (2) - Being a positive connection between staff and students. - Flexibility - Work hours - The cleanliness of the building - The job! - Seeing teachers rewarded for their efforts with kids. - This year I've enjoyed seeing a bigger picture of the district. (It's helped me realize what's important to me
H	**Other**	- 3 things- mid-June, July, August - The people (2) - Using technology - Summer off

160-161: Are there any community resources (or people) that are not already being utilized that could help your school or the district?

Category		Quotes and examples from surveys
A	Seniors	• Senior citizens; senior citizen readers; elderly, especially in middle school (11)
B	Parents	• Parent volunteers (5)
C	Community Members- Support to Student Learning/ Resource Development	• Reading helpers –members from the community to volunteer to read with kids. • Volunteer-fundraising help • Town library • We have a wonderful support group of community members. • Community liaison to help with PR and increase community involvement in schools • I believe we lost many community members several years ago when opinions were sought from throughout the community. Literally hundreds of hours (probably thousands) of manpower was dedicated to responding to the district's request for input. And ALL of the input was ignored. • Community needs to VALUE education by actions. Don't lie for excuses, do drivers tests/doctors appointments, after school hours. • There must be lots of literate adults with common sense who could tutor or learn to evaluate student work using scoring guides. • Activities with more members make smaller groups get lost for fundraising…joint fundraisers should ask for community support and divided equally per student to the groups.
D	Businesses	• Business partnerships with all schools (8) • Yes! We need things repaired, but it costs too much to repair them. Use students to do some of it and set up something with community businesses to do other things • Large corporate "adopt a school" for more money? • Please seek computer support from companies that continually update their machines- Dynamix-Eugene, Intel, HP • Yes, our chamber of commerce wants to hire a part time person to set up much needed job shadows with local business. What is the district doing to help them? • Lebanon Community Hospital
E	School/District Personnel	• Continuing with current level of staffing for nurses • Counselors/special ed. teachers/principals in each building- not shared. • Kim C. could spend more time facilitating the math grant • Superintendent • School board • More counseling time • Need more teachers, especially elective courses
F	Yes/Probably, but No Suggestions	• I'm sure there are but have no time to look for them (10) • Yes, all over. We are working on it. • I'm sure there are but I don't live in the community so I don't know the resources. • Yes, question should be "what"
G	No/Don't Know/I'm Not Sure How to Do This	• Don't know (7) • Not sure (5) • No No • I haven't thought about this question or looked into the possible community resources • It is hard to tell what part of our community resources is being tapped. These supports have not been communicated.

160-161: Are there any community resources (or people) that are not already being utilized that could help your school or the district?	
Category	**Quotes and examples from surveys**
H **Other**	Unused buildings Additional help with technology We need a stronger family learning component- to help families in difficult times Job fair. Opportunities would be good OSU

162-164: What is/are the most frustrating things(s) about your job?		
Category		**Quotes and examples from surveys**
A	**Lack of Time/ Too Little Pay/ Too Much to Do**	• Not enough time to… work with individual students, collaborate with other professionals; not enough time for… staff development; collaboration; team building; for all the issues that require time and being made to do them without thinking through how that effects teachers in a negative way; for all this extra paper work; for parent contact (46) • Being spread too thin in too many directions; too many district projects to work on; unrealistic expectations for students and staff (14) • Not enough salary (5) • Balancing work and family time. Work tends to come first (2) • Being paid less than teachers in other nearby districts. • Meeting financial needs of my family and we are a 2 income family • Not having time to work with/share/talk with parents
B	**Not Enough Time for Prep/Planning**	• NO time to plan or work with other teachers (18) • Not having enough time every day after school to comfortably get ready to tomorrow! • No time to prepare for midterm reports or parent-teacher conferences • No time to plan and do things the very best we can for kids.
C	**Not Feeling Respected/ Valued/ Supported**	• Administration that does not support teachers as professionals; not enough honest respect from administration or recognition, positive feedback, interest in program; feeling unappreciated by district and people of the community (19) • The most frustrating thing about my job is that almost everything is TOP down so my input is not asked therefore not valued. (4) • The most frustrating thing this year was the move; support system was taken away when people where moved, others didn't "buy in" to school improvement plans; the academic expectations at this school are also a lot lower than at my old school so I've had a lot of work to do this year. (4) • When C.O. gives us a blanket inservice at the beginning of the year that is a waste of time and money and an insult to my professional integrity. • Lack of trust • I feel that I am often a team member in name only. I'm forced to be on a team, and then my input is not valued. • Expecting me to do a task with no information
D	**Too Much Paper Work/Too Many Meetings**	• Too many meetings! (9) • Paperwork (7) • Surveys, district wide inservices irrelevant to my work • Time asked to work on project/meetings outside the normal job day without positive praise and sometimes without pay- hourly, we earn less than most daycare workers • Not enough planning, grading, collaborating time to meet the continued increase of paper work to meet CIM standards.
E	**Lack of Family Support for Students and School**	• Lack of parent involvement, support for kids and school, parents with low expectations for kids (12) • Kids from families with multiple problems (8) • Kids (& parents) who don't understand that their job is to get an education, "falling farther and farther behind economically" • Dress/hygiene of students • Community dissatisfaction with current schools situation • Parents who think teachers have personal problems with their student when there's a behavior issue- administration might support teachers when under attack • Angry parents

162-164: What is/are the most frustrating things(s) about your job?

Category	Quotes and examples from surveys
F Student Motivation/ Disruptive Behavior/ Discipline/ Range of Ability	• Behaviors, lack of discipline; dealing with unmotivated, disgruntled students (32) • Not having a personal connection with kids, not being able to meet all of their needs(3) • Dealing with SED, autistic, and other high need children in a regular classroom setting (3) • Trying to teach higher skilled topics to lower skilled students who cannot keep up. Yet we have to teach to the lowest level- All suffer. (2) • Being asked/expected to achieve high standards with students who arrive in high school with a record of eight years of failing grades, poor attendance and social promotion. • Students who see no reason to pass classes-have always been pushed along • Substance abuse out of school • Lack of adequate discipline procedures
G Relationships with Colleagues/ Staff/ Administration	• The never ending plans, surveys and reports- District doesn't know what is going on in the buildings; theoretical decisions made about program design without practical decisions about how to implement; state mandates promoted by district people who haven't a clue (6) • The lack of support and cohesiveness of staff; staff that feels divided; working with a group that has not grown together in our school. Lots of emotion still about people being taken from jobs they didn't want to leave. Lots of unhappy workers. I'm not sure what is expected of me and what other teachers' expectations are at my "new school". (5) • My co-workers; close minded staff who don't meet emotional needs of students; my sometimes less than enthusiastic colleagues (4) • Lack of communication between administration and school (4) • 1/2 time principal; principal is always gone to district meetings! (3) • My administrator; the principal (3) • People looking for someone to blame when things aren't working. We spend so much effort in blaming teachers, students, parents the district, etc. that we fail to see we all are responsible and have to work together • Not enough staff • Inconsistency with staff conduct • "Majority rules" means majority is always right. (Site based…) • Sometimes decisions concerning special needs kids and support staff are made at the district level without school input or adequate communication from the district. • When we are forced to change something when it's working- because the district says so or the state says so.
H Lack of Resources- Equipment/ Money/ People	• Lack of resources/materials; I don't have adequate materials to supplement what I am teaching (15) • Class size; case load too high (7) • Constantly losing things and never gaining. Lack of funds to do job properly, for technology. Inefficient schedule because of lack of teachers. Too many things added to responsibilities and no time to do them; counselor only 1 day a week. (6) • Equipment that does not work. • No money- I spend my own or do without. The students' families also have none. • Support from community at large. • Custodial duties- poor • Lack of adequate facilities • Staff cuts in my department, which forces us to do more paperwork and spend less time with students. • State required mandates with no funding, limited planning, sporadic training, etc., • No intercom system in building

162-164: What is/are the most frustrating things(s) about your job?		
	Category	**Quotes and examples from surveys**
I	**Assessment/ Reform/ State Requirements**	- Keeping up with all the changes-curriculum, assessment-benchmarks, scoring guide; Vagueness concerning CIM/CAM standards and scoring (4) - The frustrating process/time it takes to have a child tested. Ridiculous! (2) - Mandated changes that are not in the student interest (2) - Not having enough time to prepare for class or rewrite curricular materials to meet CIM/CAM - Too many rules and regulations that make it hard to really help students - INCLUSION!
J	**Other**	- Negativity. - How society has lowered expectations and we are supposed to maintain high expectations. - ..... droning on and on.... stories, presentations at mandatory workshops - Running a program across block scheduling; block schedule sometimes hurts - Can't find grades on students- used to be in the vault - Trying to give parents answers about school reform and the district.

165: What didn't we ask... What would your answer be?

Category		Quotes and examples from surveys	
A	**Value/ Respect/ Support for Teachers**	**Q:** What ways can the administration and Board help the teachers?	**A:** Positive comments- recognition for our hard work. Trust; Respect us more, pay us comparably to other nearby districts.
		Q: What do I need to be more successful?	**A:** Time do to a better job
		Q: What can we do to make your job easier?	**A:** Give me clear, simple, consistent and timely information from the district. Time to score. A supportive, encouraging, positive administrator.
		Q: Do you think you are compensated appropriately for the job you perform.	**A:** No, we are low even compared to other districts. If I have masters with 10 years experience, and 4 children and I almost qualify for reduced lunch, something is out of proportion. We should be paid the same as other nearby districts of similar size
		Q: Is teaching in public schools respected and is quality education a priority in our country/district?	**A:** Let's see... the lines to vote yes on school budgets are how long? The lines to see "Titanic" (again!) are... I'm afraid not much.
		Q: How well supported are you in providing for students' with disabilities who are mainstreamed?	**A:** We need more support with training and trained assistants.
		Q: Am I afraid of being uprooted and of having everything I have worked hard for in this program destroyed?	**A:** Yep
		Q: Do you feel like a professional in your building	**A:** Not consistently.
B	**School/ Community Relationships**	**Q:** How can the schools reach out to the community more?	**A:** Open up gyms and/or classrooms in off-school days. Have a daycare at LMS, Seven Oak and HS staffed by students, led by an adult 8-5 5 days a week; The school Board needs to project a more positive image of what teachers are doing and not just be concerned with making them look bad so they can keep salaries down and benefits down.
C	**Benchmarks/ CIM/CAM/ Evaluation**	**Q:** How do you feel about the state's requirements to teach to the CCG's/benchmarks and CIM/CAM and scoring guides.	**A:** While I believe that we should follow guidelines for our curriculum, I sometimes wonder when teachers are going to say, "Enough is enough!" We don't feel that most students will be able to pass the state requirement. They come to us each year seeming to be able to do less and less (it's a societal thing). Keeping folders, using scoring guides, keeping records. Where are we going to find the time?

165: What didn't we ask... What would your answer be?

Category		Quotes and examples from surveys	
		Q: Do we need grades?	**A:** Do away with them and concentrate on benchmark standards
D	**Curriculum**	**Q:** What might the district do to limit after school curriculum meetings?	**A:** Offer options: paid days in summer, paid Saturdays workshops
		Q: Is the Goals 2000 program in measurement effective?	**A:** No- too much time spent on a small curriculum area in math. Needed more help with developing relevant problem solving tasks, scoring guides criteria- how to use them.
E	**Resources: People**	**Q:** If we see a need for department leadership and coordination (and communication) within the high school.	**A:** Yes, the high school needs department heads to make coordination and communication happen!
		Q: Do you have enough certified and classified staff in your building?	**A:** NO – neither ~~do~~ other schools!
		Q: How do you rate adjustments to last year's staff re-locations?	**A:** It has been a stimulating shot in the energy/creativity level in the building, once resentment has lifted its weight.
		Q: If I would like to switch jobs after many years in one place.	**A:** Yes
		Q: How do you feel about the quality of the district coaches?	**A:** I feel we hire people who are "willing" but not qualified. We need to be quicker to hire so we don't lose opportunities for good teacher-coach combinations.
		Q: How has moving staff to new building been an asset to our district?	**A:** Worthless; I see NO benefits, only hard feelings and lack of trust. It feels like anyone can be moved any year for what ever reason.
		Q: How do you feel about the student-teacher ratio in your room?	**A:** Absolutely overwhelmed) I am not able to provide all 30 children with optimum learning opportunities.)
		Q: Does this district have too many administrators?	**A:** Yes
F	**Resources: Time/ Equipment**	**Q:** How are we to do our real jobs as teachers and still make the state happy with its over expectation of us as teachers?	**A:** The state needs a reality check and/or give us work time to do all these things during regular hours.
		Q: Is flex time valuable?	**A:** I used to think so. Now I'm being forced to meet too often for "free"
		Q: Does shutting off the copier bother you?	**A:** Yes! We are asked to be innovative in our teaching which means we have to create a lot of our own materials, but when we need to we can't because the copier is shut down.

165: What didn't we ask... What would your answer be?

Category	Quotes and examples from surveys	
	Q: How could funds be better used for professional development?	**A:** Eliminate mandatory monthly math meetings. Give me the money spent on my wages and let me buy some computer resources which all my students can use.
	Q: Do you have enough prep time?	**A**: No way. We never have enough time at this level- grades 3, 4 & 5 to teach the 7+ areas we're required to teach/to prepare for this. It happens everyday. We need to have more time and more help.
G **Students**	**Q:** Where do adult/kid personal relationships diminish drastically?	**A:** When the child leaves the 8th grade
	Q: To what degree are kids with behavior problem affecting others' education?	**A:** A huge amount. About 10% of the students use 80% of the resources and time. Others lose out.
	Q: How to improve student success?	**A:** Beginning in Primary- 1) smaller classes 2) permission to concentrate on reading/writing and math 3) Time each day to plan 4) Take a look at offering alternative classes/scheduling.
	Q: What do we do with unmotivated students?	**A:** There has to be accountability for students to advance to the next grade level. 8th graders know they go to high school (9th grade) no matter what they do! Where is the motivation fo 40% of our students?? Who have little or no parenting and are below poverty level?
H **District**	**Q:** Is the Lebanon School District fulfilling its responsibility to educate students?	**A:** I think we do a pretty good job. The K-6 program is strong. I don't know about 7-12 grades.
	Q: How could the district function more efficiently?	**A:** Divide it up into smaller groups of schools that have common students and goals and administration.
	Q: What recommendations would I make for Central Office Administration?	**A:** To work ½ day per month in various district classrooms- reduce sub $ and keep administrators aware of daily realities in classrooms
J **Other**	**Q:** How has the Math Goals 2000 grant benefited you?	**A:** Making me distrustful of the district because of all the "hidden agenda" items included in the grant and NOT told the teachers from the very beginning
	Q How do you feel about school uniforms?	**A:** They are a wonderful tool to improve student behavior?.
	Q: Are you enjoying your job?	**A:** Usually- the day goes by fast But sometimes it is terribly slow
	Q: Are you interested in a "master teacher" program?	**A:** Yes

167: Anything else you want to say?

Category		Quotes and examples from surveys
A	Appreciation/ Respect	• It has been difficult for those of us who once belonged to another district. We felt valued, administration knew us personally, knew what we were doing, provided monetary needs for materials to use in classroom as well as salaries; I love my job but I have never received a positive comment by the board or district since consolidation. I felt much more valued and recognized before consolidation! I have not heard anyone say they thought their transfer was a good idea. It feels bad not to work with people who made an awesome team. (8) • Teachers need to be valued for the work they do in Lebanon. I would like to see the district respect teachers for the job they do; why doesn't the District choose "Distinguished Teachers" anymore? (7) • I haven't had a raise for 3 yrs. (nothing that amounted to anything). Since I am ready to retire shortly the last 3 yrs. of salary are important to me and I feel I've worked hard to earn a good salary! • Feel that the district office isn't very friendly and isn't personal with staff.
B	School Board/ District	• When are the school boards and OEA going to get together and tell the State Dept. to test their ideas before implementing them? • I don't think the district is meeting the students' needs in: identifying students for special services in a timely manner, or providing speech/language help to identified students. • I hope the new school Board is concerned with the overall benefit of our schools and not just a cost saving agenda. That means they must also be concerned about the benefits of their teachers. They set the tone (positive or negative) which the public picks up on. It is time to make Lebanon face reality and be told some truths. The community has some responsibilities to meet, not just money to save. • Let the site committee do their job at each school. They know more what the school needs than the District Office. • I do not have any faith in the district. The choices of last year made zero sense. Heads of the district have not been to our school even this whole year to view the new work staff at our school. • We need a school board that acknowledges the difficult student population we have in Lebanon/Linn County. • I'm not able to come to grips with the disappointment I have with the district's top down management • I have been extremely negative in my answers- the District has put me in this uncomfortable position. It has me looking at other career possibilities and I LOVE teaching!
C	Positive Comments	• The restructuring of this district has been vitalizing for kids, principals and teachers. It has facilitated growth through having to stretch to meet the challenges. • I started the year with 30 students/class with additional staff at semester break, this changed to a 20/class. What a difference in attitudes and grades. Thank you!! • It's discouraging, but it's a good job and has to get better. Teachers are working hard and smart and remain positive while waiting for the next bend in the road (Hopefully, not a dead-end but a beacon of light). • Cascades School teachers have always felt very supported by the PTA
D	Compensation	• The district is losing a lot of their good teachers and hiring from the bottom of the barrel because of how they treat their teachers and because of their low pay scale. As a parent and a teacher this really bothers me. I want my own children to have the best teachers. This has not happened this year • This district will not attract or keep good young teachers if it does not pay a competitive salary. Older teachers, nearing retirement, are frustrated as they see their retirement benefits negatively impacted by our low salaries on the top end.

167: Anything else you want to say?

Category	Quotes and examples from surveys
	Good salaries are the only meaningful way this district can tell us we are appreciated. • Is there any way or time frame for me to get the step that was skipped: I still feel "ripped off" for that and no raises for years.
E Resources/ Personnel	• Smaller class size (2) • I want to emphasize that the schools really need more personnel- both teachers and support staff! And more time for building level planning and work sessions! We need either more teachers or extra support within our classes. Whichever is cheapest. (2) • We need adequate materials! • Why are good programs supported and then once they are in place, lose funding? • $$$! • Bring back Eisenhower funds! • I am frustrated that we don't have a principal in our building several days a week. • We need desperately a vice-principal here. • Need more aide time- 20 min once a week is worthless
F Overload/ More Time	• The district needs to quit pushing so far and so fast on grants, etc. beyond our limits of time and frustration. This is taking away from the job we really need to do- educate. (3) • We are so overloaded with meetings, state standards, scoring guides, state assessments, workshops, we don't have time to get ready for "tomorrow" and our classes! Bottom line is, kids seem to go last, when it all boils down to what really happens! We're being asked to do more- larger classes, more inclusion, behavior and academic problems- and given less time to plan for successful teaching (3) • A big concern is the continual "dumping" of responsibility from state to district, district to teacher. I am single and young and spend 80+ hours working on everything with no down time. This cannot continue. • Schools are being forced to deal with areas that have in the past been taught at home- not enough time. • I used the cover sheets for portfolios from last year and diligently keep up with them. Then, it got changed and I haven't gotten anything in the CIM folder yet because I have no time. • We need time provided to score work samples. When you have 130 students and 5 samples per student that's a lot of time on top of day to day curriculum.
G Support from Parents/ Community	• I believe the schools would get more community support if leaders- board members, district administration, in-school administrators- would talk openly about all the good things and NOT discuss the negative with community members. DRAW LOTS OF ATTENTION TO GOOD! • Parents need to be held more accountable with aggressive anti-truancy support from the county court system. • Concerning LCSD in general: I believe many teachers are perceived as unapproachable by students and parents. Many of us lack the spirit of being "invitational". So kids and parents use the system but do not actively participate in it. I think a majority of our stakeholders feel separate and isolated from the educational system in Lebanon. • The LCSD newsletter has helped make the community informed. • Let's create a way of educating the public of the importance of our system and the shared format for creating a future through the students.
H Survey	• May we as staff people PLEASE see the results of this survey? All the results, not just the parts that flatter the district. This survey is too long and poorly written. • Why give me this survey on Wednesday when it has to be back on Friday and I have a workshop Thursday from 4-6 PM and teach all day?

167: Anything else you want to say?

Category		Quotes and examples from surveys
		• This again took another 30 min. of precious time I could have spent grading or planning for the students in my class. • Teachers in general probably looked at this and rolled their eyes- I did. I thought, "where's the time?" • If you truly wanted this to be an anonymous survey you should not have asked what we teach or where we work. There is no way a specialist in a small school to remain anonymous. • This has been tedious and time-consuming with many ambiguous questions. • This needs to be narrowed down to one page. Come On! We don't have 2 hours to do this and I'm afraid my responses aren't complete due to this frustration.
I	**Teaching/ Learning/ Programs**	• Block schedule was mandated- we have adapted but not always best for kids, ie math • We try too hard to be the same in our diversity. Importance can not be measured via "cookie-cutter" forms- neither can the importance of learning and growth. • Information on how people learn and "construct" knowledge is not new to me. Recently, however, the district has been supporting the idea that we are to use this knowledge of how children learn and apply it to our classroom teaching. Unfortunately, this information is not used to consider how we, teachers, learn. WE all learn the same way. • Why are good programs supported and then once they are in place lose funding? • I am tired of modifying/adapting science/math/health/ materials to use in the classroom. I am concerned that we spent so much money on the materials and got so much junk! • There are too many students in our classes that are overtly non-students and create a negative attitude in others.
J	**Other**	• Have a good day! • I never dreamed I could feel this discouraged • Remodel the women's restroom! (High school) • Thanks for asking

Building Capacity for Sustainable Change

The Video Option

There are several ways that you may be using this video option for the Building Capacity for Sustainable Change (BCSC) professional development sequence.

- You as an individual, or a group of you, may wish to join the BCSC sequence in the second term and are using this video version to "catch up" because you missed the first term of class.
- You, or a group of you, may be using this video for continuing professional development.
- You may have already completed the BCSC sequence and wish to share the information with colleagues and so are facilitating their use of the video.

Whatever the case, we've designed the course sequence and the video option to be completely different from most courses or inservices you've taken before. You'll find it different, mostly because the course, however you choose to participate, is interactive and collaborative. We expect you to bring ideas and information that will teach us and your peers. We also expect that you will commit to giving our activities and suggestions serious attention and effort. This will not be a course about "quick fixes," "five point plans," "instant answers," or "foolproof recipes." Everything we have to share will take some time to digest, practice and tailor to your own personal style and situation. You'll find that we've designed the course and video option to ensure that you have plenty of help from your friends. Specifically, we encourage you to watch segments of video together as a group, and then to participate in the activities which correspond to those segments before viewing more of the tape.

The video version of the course consists of 4 video tapes. We have provided a course guide to accompany the tapes. This guide will help you schedule your viewing and activities by giving you information about content of tape segments and the number of minutes of each segment. The guide will give you your tasks as you go along. If you are viewing the video as part of a group, there is another short tape, also condensed from class, about group work and group improvement that may be helpful to you.

INSIDE

1 Course Description
2 Schools Projects Support
3 Readings and Activities
4 Video and Activities Outline
5 Credit Options
6 Video Course Activities Packet

Course Description

As part of a year long sequence on the inclusion of all students in general education, this first course establishes a foundation for discussion grounded in the history of general and special education, an analysis and curricular implications of the terms "mainstreaming," "integration" and inclusion," and the current local, state, and federal educational reform efforts in all areas of education. We will practice using activity- and interest-based assessments, applicable to all students, to help drive teaching decisions for those students who are particularly puzzling. At the same time, we will explore the design of integrated curriculum, collaboration, and mixed-ability group teaching strategies designed to maximize the involvement of all students in the classroom.

This video version was made from the EDNET broadcasts, Fall term 1996. We have condensed approximately 30 hours of tape into 6 1/2 hours by deleting all the group work time, most of the week-to-week administrivia, and some of the whole group discussions. However, this packet of materials will allow you to periodically pause the tape and do the same work and activities that were part of the original course. We encourage you to do this because it will make the course content much clearer and help you integrate it into your current work.

Course Title: **Curriculum Planning 1**
Number: **SPER 697**

Instructional Team:

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* * *

Schools Projects Support

We are interested in making this video option for professional development as successful as possible. We plan to assist your group by phone, e-mail (if possible) and maybe with a visit or two if we can manage.

- **Phone Debriefs.** We will arrange for you or your group representative to talk with one of us, on a regular basis, to debrief your sessions. We will try to schedule the call at a time that's convenient for you and will also try to make sure you have the same liaison throughout.
- **"Tasks" Feedback.** We encourage you to send us copies of your individual and/or group work so we can write reactions, ask questions, and otherwise extend your conversation with us.
- **Questions.** Call us any time you have a question or need clarification on anything.

* * *

Readings and Activities

To make reasonable use of this video option, you will need the module 1d "Designing Curriculum for Personalized Learing" ($15.00) and the readings packet. In addition we recommend two books that you or you and your group may find useful: Brookes, J., & Brookes, M. *In search of understanding the case for constructivist classrooms*, and Noddings, N. *The challenge to care in schools.* Call Myrna Zitek (346-2488) or Jackie Lester (346-2495) to order. Most of the articles are manageable in length. If you are with a group, it might be helpful to split up the readings, read them outside of class, and then report back.

The best way to make use of the readings is to read them as you go through the video, following the Video Outline below. Make sure you stop the tape when there is a reading discussion or activity listed to the right of a video segment, and have the discussion or do the activity before you move on. Each session is designed to build on activities and readings from previous sessions, and skipping them may slow you down in the long run. Remember these are learning activities, designed to help you quickly understand and use the ideas presented. You will find complete descriptions for each of the activities included in the later pages of this packet. Remember to give us a call for clarification if you are confused or something doesn't make sense to you.

We will ask you to keep a **Video Log**. This will help you keep track of your video sessions and give us a good idea of how you are progressing, what you did, and what questions, ideas, or reactions you had. We'll ask you to send us this form (or a copy) weekly. You'll find a form you can use for The Video Log at the front of the accompanying **Video Course Activity Packet**. We'll also ask you to keep a **Course Journal** to record your reflections about your readings, activities, and discussions.

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Building Capacity for Sustainable Change

Video Outline

egment #	# Minutes	Description of Segment	Activity
Tape # 1			
1	10	Course Introduction	**Read:** Fullan & Miles: "Getting Reform Right"
2	30	Reading Discussion; Renewal, Reform, Restructuring	
3	6	The School Visit Guide	**Activity #1:** Complete a School Visit Guide
4	34	Special Education Reform	**Read:** Pennsylvania Inclusion Policy Paper; Ferguson: "The Real Challenge of Inclusion:..."; Ferguson & Ralph: "The Changing Role of Special Educators:..."
5	10	More Special Education Reform	
6	38	Northwest Territory Video and Discussion	
Tape #2			
7	25	General Education Reform	**Activity #2:** Complete the Preference Puzzle
8	6	Introduction to Assessment	
9	43	Visit Guide Discussion; Multiple Intelligence Theory	**Read:** Moll: "Funds of Knowledge:..." **Activity #3:** Complete the Multiple Intelligence Inventory
10	44	Activity Based Assessment	**Activity #4:** Complete an Activity Based Assessment Interview and a Reflective Memo
Tape #3			
11	61	Student Membership Snapshot(SMS)	**Read:** Kugelmass: "Reconstructing Curriculum: ..."; Nicholls & Hazzard: "Workbooks and Intelligent Work"
12	7	More on SMS	
13	15	Curriculum Design	
14	11	Curriculum Webbing	**Read:** Noddings: "Excellence as a Guide ..."; Duckworth: "Twenty-four, forty-two..." **Activity #5:** Create a Curriculum Web
15	15	Theme Development; Reading Discussion	
Tape #4			
16	20	More on Theme Development	
17	23	Learning History Log	

★★★

Credit Options

The five activities listed above are designed for everyone involved in this video option, whether or not they want credit. For those of you interested in earning 2 continuing education graduate credits, you can do so by meeting a few more formal requirements. For each of four assignments, we'll ask you to assess your own work according to both Presentation Rubrics and Assignment Specific Rubrics. We, the course instructors, will use the same rubrics to score your assignments, and in addition will make comments on your work. To assist you in this process we have designed the BCC-SSCE 1996/1997 Task Description Cover Sheet and Scoring Guide, which has been included in your package. Call Ginevra or Dianne to make arrangements for registration in the course. If you are not taking the course for credit, we recommend that you complete the self-assessment anyway for each activity as this is a great way to reflect on and improve your own learning.

Building Capacity for Sustainable Change

Video Course

Activity Packet

★★★

Video Course Activity Packet

Video Log
Course Journal Description

Activity #1: School Visit Guide
Activity #2: Preference Puzzle
Activity #3: Multiple Intelligence Inventory
Activity #4: ABA Assessment and Reflective Memo
Activity #5: Curriculum Web

Course Journal

★★★

Your journal will be an ongoing record of your reflections about the readings you do, the video segments you watch, and the activities you complete. Use your journal to note things that might puzzle you, things that excite you, or things that you want to remember because you think they have application in your work. Try to write a little bit on a regular basis, i.e., after viewing the video, or completing a reading assignment.

We'll ask you to send us a copy of your reflections from time to time so that we can better understand how the course is working for you.

Video Course Activity Log ★★★ **Curriculum Planning 1**

Viewing Date/Time/Who is there?	What did you see? What did you do?	What did you talk about?

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Video Course Activity Log ★★★ Curriculum Planning 1

Viewing Date/Time/Who is there?	What did you see? What did you do?	What did you talk about?

Activity # 1

★★★

School Visit Guide

The *School Visit Guide* will assist you to develop a school profile, and reflect about the whole school and your place within it. The School Visit Guide (Moore, 1995) was developed to guide you through a "big picture" analysis of your school. You should use the Guide as if you were a visitor to the school. Try to step back and look at things as a visitor might. Make sure you actually visit other teachers' classrooms that you have never previously visited (or do not know very well). It doesn't have to take long, but try to visit when students are present if at all possible. If more than one of you is from the same wchool, trty to split up the task so you are able to visit more classrooms.

After you finish your observations (and discuss them with your group if possible) use the outline provided on pages 20-21 to summarize your impressions of what you learned about the school, and how you used the *School Visit Guide*.

Taking a Good Look at Schools:

A Visit Guide

© Developed by Caroline J. Moore
University of Oregon, June 1995

THE VISIT GUIDE

provides a framework for creating a portrait of a school in a short time -- to capture its culture and essence. It is a useful tool for anyone who is trying to understand and appreciate the complexities of schools, particularly schools that are involved in restructuring. Think of it as an aid to *mapping* the school rather than using it as a check list, an evaluation instrument or a gauge of "how inclusive" a school is.

THE VISIT GUIDE

may be used by teachers and principals who want to take a closer look at their own schools or by anyone visiting a school with which they wish to become more familiar. It may also be used by site councils, building staff and administrators for school improvement and staff development.

How to Make the Best Use of the Visit Guide

Read through the entire booklet before beginning any visits.
Use Part One for note taking while in the school.
Use Part Two for your extended notes after leaving the school.
For each classroom you visit, complete a Classroom Observation Sheet.

Additional Hints

Others who have used the Visit Guide have made the following suggestions:

> "If you are not familiar with schools and their terminology, have someone else go with you. A partner can help you feel more comfortable."

> "If possible, complete Part Two right after your visit. You can always return to it if you have additional thoughts or insights."

Consult the glossary on page 22 if any terms in the Visit Guide are unclear.

PART ONE: YOUR VISIT

Take notes about what you see and hear while you're in the school. You'll be talking to people, asking questions, observing activities and looking around. Take more notes than you think you'll need. It will help you to complete your School Portrait in Part Two.

If you don't see something the Guide asks you to notice, try to get more information from a teacher or the principal. For example, you may not go to any meetings, but you can ask about them; and if you don't know what evaluation practices are, find someone who can tell you.

SETTING UP YOUR VISIT

Call the school and talk to the principal; explain your purpose in visiting.

Ask for permission to visit the school.

If the principal wishes to **create a schedule** for you, ask for one that includes:

- several classrooms (at least 1/3 of the school's classrooms)
- the lunchroom
- the staff room
- attending a meeting (staff, site council, team)
- talking to teachers, educational assistants, parents, students
- some unscheduled time to wander the halls

BEGINNING YOUR VISIT

Check in at the office.

Meet with the principal to share the guide and explain your purpose.

Does the school have a mission statement? What is it?

Where is it displayed?

What other indications are there of the school's mission? (e.g., staff mention it, it appears in several places, etc.)

What does the principal say the school is trying to accomplish?

If there is no written mission, what would you say the aim of the school is?

✎ Write down what you see in the hallways: (e.g., signs, pictures, rules, announcements, student artwork, etc.)

Write down what you heard people say about the school:

Notes about meetings: (e.g., leadership shared? decisions democratic, consensual? climate comfortable, strained? time spent efficiently?)

✍ Hours of school operation: Hours school is open for use:

Length of periods:

Who moves? Students, staff, both?

Note anything unusual or innovative about the school's structure:

✍ Draw a rough diagram of the school layout, including playgrounds, parking, offices and ancillary buildings *or* ask for a map of the school.

Describe the location of the office in relationship to the rest of the school:

EVALUATION PRACTICES

Comments

STUDENTS:

WHAT

☐ student tests ____________
☐ curricular-based ____________
☐ portfolios ____________
☐ outcome-based ____________
☐ grades, points, descriptive adjectives ____________

HOW USED

☐ grouping ____________
☐ tracking ____________
☐ link to outcomes, benchmarks ____________
☐ demonstration of progress ____________
☐ create competition ____________
☐ create cooperation ____________

TEACHERS:

How are they evaluated by superiors?

How are they evaluated by peers?

SCHOOL:

How does the school determine if its mission is being met?

How does the school decide on changes/improvements?

Classroom Observation Sheet

Teacher: ______________ Grade(s): ___ # Students: _____

Draw the room arrangement

Write down what's on the walls

Teaching: *(traditional, didactic, interactive, innovative materials?)*

Learning: *(active, accommodations for different styles, groupings homogeneous or heterogeneous, cooperative, planned, spontaneous, systematic information collection?)*

Teachers: *(# of adults? students act as teacher?)*

Evaluation practices:

Three adjectives that describe this classroom: 1. ______________________

2. ______________________________ 3. ______________________________

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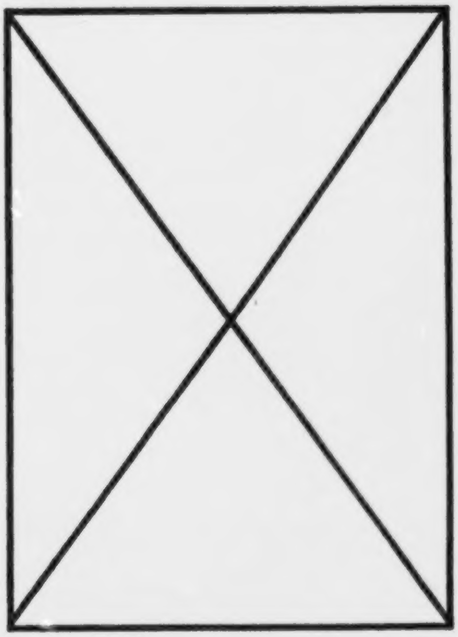
Draw the room arrangement

Write down what's on the walls



Teaching: *(traditional, didactic, interactive, innovative materials?)*

Learning: *(active, accommodations for different styles, groupings homogeneous or heterogeneous, cooperative, planned, spontaneous, systematic information collection?)*

Teachers: *(# of adults? students act as teacher?)*

Evaluation practices:

Three adjectives that describe this classroom: 1. ____________________

2. ____________________________ 3. ____________________________

Classroom Observation Sheet

Teacher: ______________ Grade(s): ___ # Students: _____

Draw the room arrangement

Write down what's on the walls

Teaching: *(traditional, didactic, interactive, innovative materials?)*

Learning: *(active, accommodations for different styles, groupings homogeneous or heterogeneous, cooperative, planned, spontaneous, systematic information collection?)*

Teachers: *(# of adults? students act as teacher?)*

Evaluation practices:

Three adjectives that describe this classroom: 1. ____________________

2. ______________________________ 3. ______________________________

PART TWO: THE SCHOOL PORTRAIT

Your extended notes about the visit will add detail to the picture you are creating. Complete this portion as soon after your visit as possible – your impressions and recollections should be fresh. Try to be as descriptive as you can and paint a portrait of the school with words.

In the following section, you'll use Eliot Eisner's **Five Dimensions of Schooling (1988)** as a framework for thinking about what you have seen and heard.

FIVE DIMENSIONS OF SCHOOLING

INTENTIONAL - the goals or aims of a school. The mission is the public aim. Sometimes there are unstated intentions.

STRUCTURAL - how the school building and the days are divided. The important matter is whether these structures serve the aims and needs of teachers and students.

CURRICULAR - what is taught, what is learned, how teaching/learning interact, whether what's taught is relevant, how accommodations are made.

PEDAGOGICAL - teachers' styles, materials, outcomes—how well matched to students' needs, to strengths and weaknesses of both.

EVALUATIVE - how judgements are made about performance and progress. Do evaluation procedures further above dimensions or are they unrelated?

INTENTIONAL

What I learned was . . .

How I felt was . . .

I want to explore, work more with . . .

Does the school mission reflect an acceptance of, and commitment to, all children? Did you see it reflected in behavior?

How did your sense of the school match with written materials?

What evidence did you see that this is a "student-centered" school?

Questions remaining?

STRUCTURAL

What I learned was . . .

How I felt was . . .

I want to explore, work more with . . .

How do classroom arrangements facilitate learning (or do they)?

Did you get a sense of flexibility (teachers, students, principal)?

Does the structure of the day encourage/discourage teacher collaboration?

How are developmental differences accommodated?

How are other differences (cognitive, physical, language, etc.) accommodated?

CURRICULAR

What I learned was . . .

How I felt was . . .

I want to explore, work more with . . .

Curriculum content: Based on current research, innovation?

Related to, in support of school mission? How or how not?

Connected subject-to-subject? How facilitated?

Fun, exciting, challenging for all?

Curriculum delivery: Student-initiated?

Prevalence, quality, outcomes of small group activities?

Responsibility for one's own learning and that of others nurtured?

Students and teachers respected? (always? never?)

What is not being taught? What values are evoked through what is and is not taught?

PEDAGOGICAL

What I learned was . . .

How I felt was . . .

I want to explore, work more with . .

Are teaching styles suited to the subject matter, size of group and students' level of understanding?

How are metaphor and illustration used?

How is student problem solving taught?

How is love of learning instilled?

Do rooms lend themselves physically to a variety of learning modes and activities? How?

Are all students engaged and supported?

What do students say about their school?

How are teachers supported through staff development?

EVALUATIVE

What I learned was . . .

How I felt was . . .

I want to explore, work more with . . .

How is student success determined?

How is failure determined?

What covert messages are being conveyed by the types of evaluative information collected?

...messages of support?

...messages of enthusiasm?

...messages of cooperation or competition?

Does testing open new possibilities or close doors?

SUMMARY...

My overriding impression of this school was . . .

The most innovative practice I saw was . . .

If I could go back, I would look for/ask . . .

Additional comments/observations:

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GLOSSARY OF TERMS

Cooperative Learning: a teaching method using heterogeneous groups of students working toward a common goal; has been shown to promote high student achievement, encourage students' understanding of material, and increase students' enjoyment of school and their classmates.

Covert messages: messages delivered through actions, behavior, not necessarily words.

Developmental Differences: differences in the age at which children mature, learn, function.

Didactic: intended to teach; to convey information in an entertaining or stimulating fashion.

Evoke: to bring to mind or recollection.

Heterogeneous groups: working groups that reflect the composition of the class in the areasd of abiality, culture, gender, and race.

Homogeneous groups: working groups in which students are more the same than different, for example, ability groups in reading.

Metaphor: figurative language; use of one word or phrase to create an image of something else in one's mind.

Pedagogical: having to do with teaching.

Portfolio: a technique for assessing a student's learning be collecting work samples across time.

Prevalence: how often something occurs.

ADDITIONAL NOTES

ADDITIONAL NOTES

Date(s) of visit:

School:

Grades:

Total # of Students:

Total # Staff:

Principal:

Observer:

School Visit Guide / Task Specific Rubric

Revised 10/29/96

Like the "Slices", this task is related to the *Teacher Research* strand of the BCC Tasks. The Slices are intended to help you reflect a little more deeply about small slices of your teaching experience - a kind of "micro" focus. The Visit Guide task is designed to encourage reflection about your whole school and your place within it - a "macro" focus.

The *School Visit Guide* (Moore, 1995) was developed to guide you through a "big picture" analysis of your school. You should use the Guide as if you were a visitor to the school. Try to step back and look at things as a visitor might. Make sure you actually visit other teachers' classrooms. We realize this might be hard for some of you, but try to fit in visits to at least four classrooms that you have never previously visited (or do not know very well). It doesn't have to take long, but try to visit when students are present if at all possible. If more than one of you is from the same school, try to split up the task so you are able to visit more classrooms.

After you finish your observations, use the outline provided on pages 20-21 to evaluate and summarize your impressions of what you learned about the school, and how you used the *School Visit Guide.* We really would like you to paint a picture or draw a profile of the school you have taken a good look at.

Using the section for additional notes, write a memo that reflects the *Visit Guide* process for you. What did you learn that surprised you. How did you feel as you went through the process and what was valuable.

Assignment Specific Rubric/Visit Guide

			Self-assessment Where do you fit on the line?
1.	**Part 1 of the Visit Guide**		
	To score a ⑤ in this area	Your visit guide report is comprehensive, i.e. it provides solid evidence and describes: a) classroom visits, lunchroom and/or staffroom observations, attendance at school meetings and encounters with teachers, educational assistants, students and parents. b) the school mission, characteristics, meetings, evaluation practices, timetable, structure, organization, and perceptions of the school community	1-----------------------5
	To score a ① in this area	Your visit guide report is incomplete and sketchy, i.e. it describes less than two thirds of the components listed above.	
2.	**Part 2 of the Visit Guide**		
	To score a ⑤ in this area	The five dimensions of schooling are completely and thoughtfully discussed. Your words create a picture of the school.. You have clearly summarized your impressions.	1-----------------------5
	To score a ① in this area	Information on the five dimensions of schooling is incomplete, or reflects little thought. No really picture is drawn.	
3.	**Reflective Memo**		
	To score a ⑤ in this area	Your memo provides insight into the experience you had completing the Visit Guide. You reflect on your own learning and suggest possible teaching applications.	1-----------------------5
	To score a ① in this area	There is no reflection around the activity. The reader has no insights into your experience, nor do you suggest connections to teaching.	

Activity #2

★★★

Preference Puzzle

Not only is this puzzle fun to do, but it's interesting to compare the finished product with those of colleagues to see how the results are different, or similar. If you're working with a group, define a color key that you all will use to make the comparison easier.

Name ______________________________ Beginning of the year

Different Strokes For Different Folks

Color the activities and school subjects according to the code:

Yellow = Usually like
Orange = Sometimes like
Green = Usually dislike

Working in a small group	Working by myself	Playing a team sport	Doing homework
Giving an oral report	Discussing a topic in class	Art	Social Studies
Spelling	Writing stories or poems	Reading orally in class	English
Physical Education	Being in a play or skit	Science	Reading a book
Reading a magazine	Playing a musical instrument	Math	Watching television

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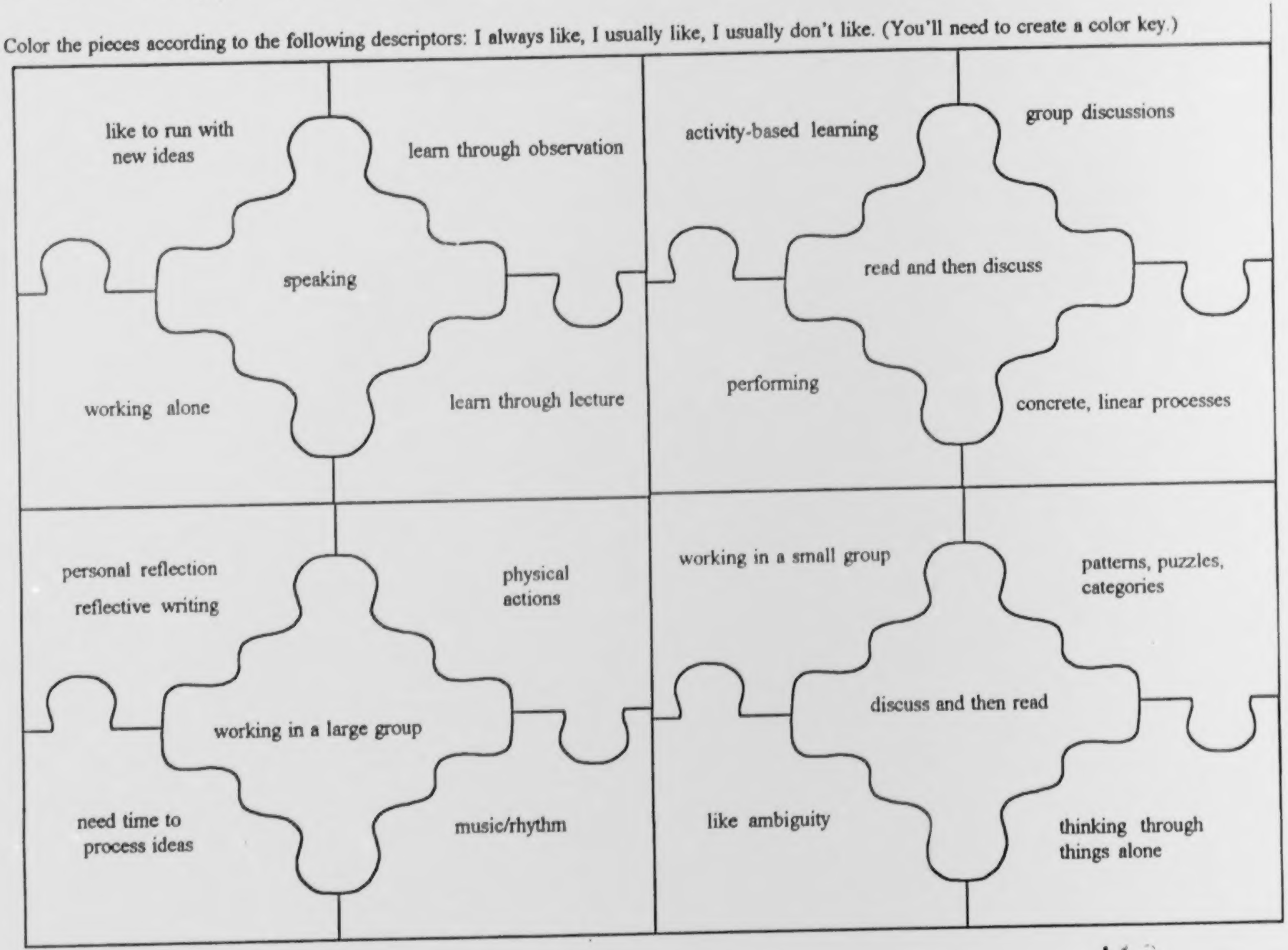
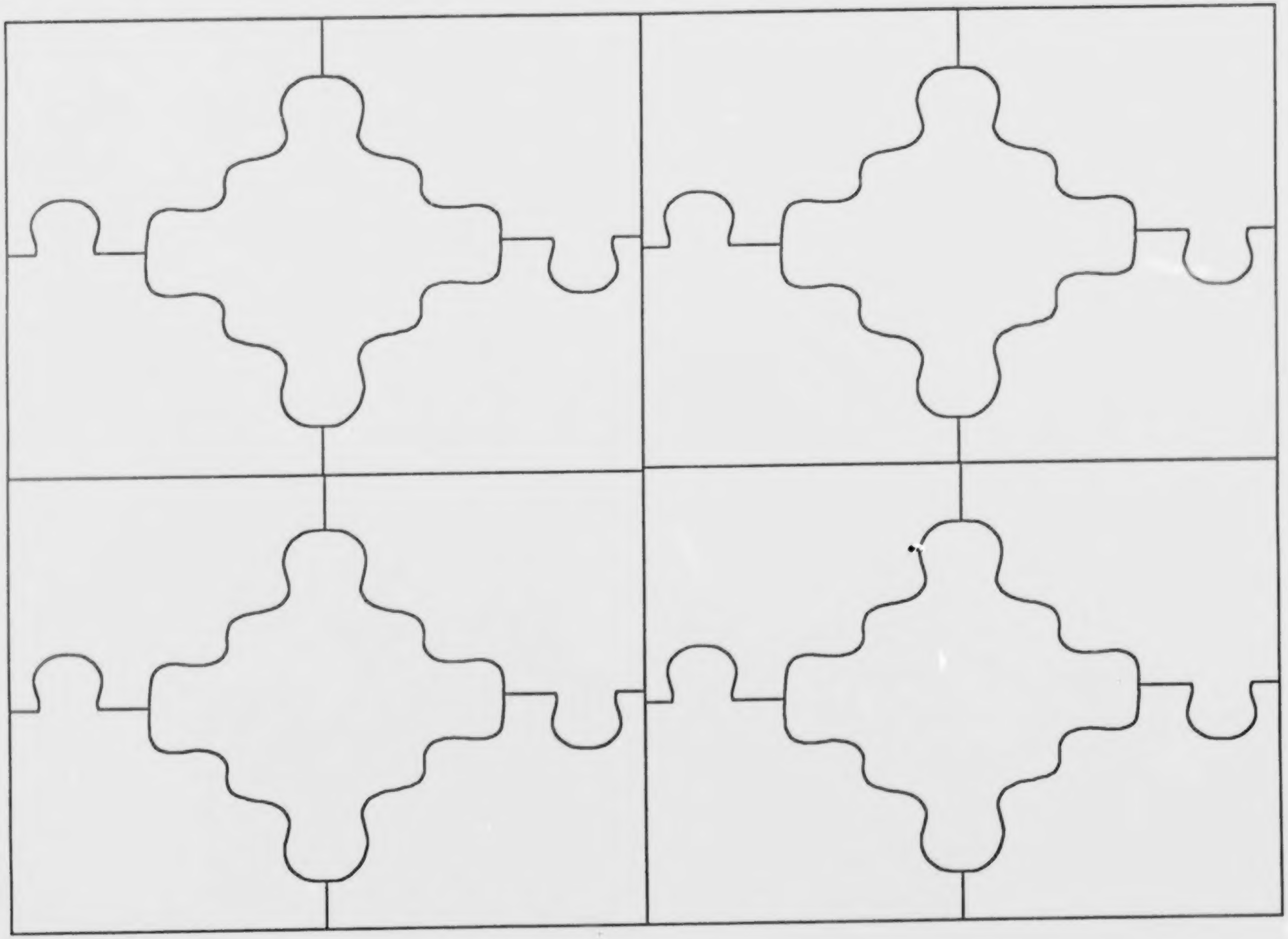
Note To Teacher: Have students cut along the dotted lines and post their papers on a bulletin board

Which do you prefer?????

Color the pieces according to the following descriptors: I always like, I usually like, I usually don't like. (You'll need to create a color key.)


like to run with new ideas
learn through observation
speaking
working alone
learn through lecture
activity-based learning
group discussions
read and then discuss
performing
concrete, linear processes
personal reflection
reflective writing
physical actions
working in a large group
need time to process ideas
music/rhythm
working in a small group
patterns, puzzles, categories
discuss and then read
like ambiguity
thinking through things alone

Create Your Own Individual Intelligence Inventory Puzzle



Activity #3

★★★

Multiple Intelligence Inventory

Complete the Multiple Intelligence Inventory for Adults on yourself! We have not provided a rubric for this activity. It is designed primarily as a personal activity to assist you to understand your own learning better, and to understand some of the ways our understanding of multiple intelligences can help us to plan education for children and young people. If possible, explore your "findings" with your group or a colleague or friend. Working the *Checklist for Assessing Students' Multiple Intelligences* with a colleague and some students may also be helpful.

FIGURE 2.1

An MI Inventory for Adults

heck those statements that apply in each intelligence category. Space has been rovided at the end of each intelligence for you to write additional information not pecifically referred to in the inventory items.

inguistic Intelligence

_____ Books are very important to me.
_____ I can hear words in my head before I read, speak, or write them down.
_____ I get more out of listening to the radio or a spoken-word cassette than I do from television or films.
_____ I enjoy word games like Scrabble, Anagrams, or Password.
_____ I enjoy entertaining myself or others with tongue twisters, nonsense rhymes, or puns.
_____ Other people sometimes have to stop and ask me to explain the meaning of the words I use in my writing and speaking.
_____ English, social studies, and history were easier for me in school than math and science.
_____ When I drive down a freeway, I pay more attention to the words written on billboards than to the scenery.
_____ My conversation includes frequent references to things that I've read or heard.
_____ I've written something recently that I was particularly proud of or that earned me recognition from others.

Other Linguistic Strengths:

Logical-Mathematical Intelligence

_____ I can easily compute numbers in my head.
_____ Math and/or science were among my favorite subjects in school.
_____ I enjoy playing games or solving brainteasers that require logical thinking.
_____ I like to set up little "what if" experiments (for example, "What if I double the amount of water I give to my rosebush each week?")
_____ My mind searches for patterns, regularities, or logical sequences in things.
_____ I'm interested in new developments in science.
_____ I believe that almost everything has a rational explanation.
_____ I sometimes think in clear, abstract, wordless, imageless concepts.
_____ I like finding logical flaws in things that people say and do at home and work.
_____ I feel more comfortable when something has been measured, categorized, analyzed, or quantified in some way.

Other Logical-Mathematical Strengths:

Spatial Intelligence

_____ I often see clear visual images when I close my eyes.
_____ I'm sensitive to color.

BEST COPY AVAILABLE

_____ I frequently use a camera or camcorder to record what I see around me.
_____ I enjoy doing jigsaw puzzles, mazes, and other visual puzzles.
_____ I have vivid dreams at night.
_____ I can generally find my way around unfamiliar territory.
_____ I like to draw or doodle.
_____ Geometry was easier for me than algebra in school.
_____ I can comfortably imagine how something might appear if it were looked down upon from directly above in a bird's-eye view.
_____ I prefer looking at reading material that is heavily illustrated.

Other Spatial Strengths:

Bodily-Kinesthetic Intelligence

_____ I engage in at least one sport or physical activity on a regular basis.
_____ I find it difficult to sit still for long periods of time.
_____ I like working with my hands at concrete activities such as sewing, weaving, carving, carpentry, or model building.
_____ My best ideas often come to me when I'm out for a long walk or a jog, or when I'm engaging in some other kind of physical activity.
_____ I often like to spend my free time outdoors.
_____ I frequently use hand gestures or other forms of body language when conversing with someone.
_____ I need to touch things in order to learn more about them.
_____ I enjoy daredevil amusement rides or similar thrilling physical experiences.
_____ I would describe myself as well coordinated.
_____ I need to practice a new skill rather than simply reading about it or seeing a video that describes it.

Other Bodily-Kinesthetic Strengths:

Musical Intelligence

_____ I have a pleasant singing voice.
_____ I can tell when a musical note is off-key.
_____ I frequently listen to music on radio, records, cassettes, or compact discs.
_____ I play a musical instrument.
_____ My life would be poorer if there were no music in it.
_____ I sometimes catch myself walking down the street with a television jingle or other tune running through my mind.
_____ I can easily keep time to a piece of music with a simple percussion instrument.
_____ I know the tunes to many different songs or musical pieces.
_____ If I hear a musical selection once or twice, I am usually able to sing it back fairly accurately.
_____ I often make tapping sounds or sing little melodies while working, studying, or learning something new.

Other Musical Strengths:

continued

Interpersonal Intelligence

_____ I'm the sort of person that people come to for advice and counsel at work or in my neighborhood.

_____ I prefer group sports like badminton, volleyball, or softball to solo sports such as swimming and jogging.

_____ When I have a problem, I'm more likely to seek out another person for help than attempt to work it out on my own.

_____ I have at least three close friends.

_____ I favor social pastimes such as Monopoly or bridge over individual recreations such as video games and solitaire.

_____ I enjoy the challenge of teaching another person, or groups of people, what I know how to do.

_____ I consider myself a leader (or others have called me that).

_____ I feel comfortable in the midst of a crowd.

_____ I like to get involved in social activities connected with my work, church, or community.

_____ I would rather spend my evenings at a lively party than stay at home alone.

Other Interpersonal Strengths:

Intrapersonal Intelligence

_____ I regularly spend time alone meditating, reflecting, or thinking about important life questions.

_____ I have attended counseling sessions or personal growth seminars to learn more about myself.

_____ I am able to respond to setbacks with resilience.

_____ I have a special hobby or interest that I keep pretty much to myself.

_____ I have some important goals for my life that I think about on a regular basis.

_____ I have a realistic view of my strengths and weaknesses (borne out by feedback from other sources).

_____ I would prefer to spend a weekend alone in a cabin in the woods rather than at a fancy resort with lots of people around.

_____ I consider myself to be strong willed or independent minded.

_____ I keep a personal diary or journal to record the events of my inner life.

_____ I am self-employed or have at least thought seriously about starting my own business.

Other Intrapersonal Strengths:

Source: From *7 Kinds of Smart* by Thomas Armstrong. Copyright © 1993 by Thomas Armstrong. Used by permission of Dutton Signet, a division of Penguin Books USA Inc.

FIGURE 3.2

Checklist for Assessing Students' Multiple Intelligences

Name of Student: ______________________________

Check items that apply:

Linguistic Intelligence

_____ writes better than average for age
_____ spins tall tales or tells jokes and stories
_____ has a good memory for names, places, dates, or trivia
_____ enjoys word games
_____ enjoys reading books
_____ spells words accurately (or if preschool, does developmental spelling that is advanced for age)
_____ appreciates nonsense rhymes, puns, tongue twisters, etc.
_____ enjoys listening to the spoken word (stories, commentary on the radio, talking books, etc.)
_____ has a good vocabulary for age
_____ communicates to others in a highly verbal way

Other Linguistic Strengths:

Logical-Mathematical Intelligence

_____ asks a lot of questions about how things work
_____ computes arithmetic problems in his/her head quickly (or if preschool, math concepts are advanced for age)
_____ enjoys math class (or if preschool, enjoys counting and doing other things with numbers)
_____ finds math computer games interesting (or if no exposure to computers, enjoys other math or counting games)
_____ enjoys playing chess, checkers, or other strategy games (or if preschool, board games requiring counting squares)
_____ enjoys working on logic puzzles or brainteasers (or if preschool, enjoys hearing logical nonsense such as in *Alice's Adventures in Wonderland*)
_____ enjoys putting things in categories or hierarchies
_____ likes to experiment in a way that shows higher order cognitive thinking processes
_____ thinks on a more abstract or conceptual level than peers
_____ has a good sense of cause-effect for age

Other Logical-Mathematical Strengths:

continued

Spatial Intelligence

_____ reports clear visual images
_____ reads maps, charts, and diagrams more easily than text (or if preschool, enjoys looking at more than text)
_____ daydreams more than peers
_____ enjoys art activities
_____ draws figures that are advanced for age
_____ likes to view movies, slides, or other visual presentations
_____ enjoys doing puzzles, mazes, "Where's Waldo?" or similar visual activities
_____ builds interesting three-dimensional constructions for age (e.g., LEGO buildings)
_____ gets more out of pictures than words while reading
_____ doodles on workbooks, worksheets, or other materials

Other Spatial Strengths:

Bodily-Kinesthetic Intelligence

_____ excels in one or more sports (or if preschool, shows physical prowess advanced for age)
_____ moves, twitches, taps, or fidgets while seated for a long time in one spot
_____ cleverly mimics other people's gestures or mannerisms
_____ loves to take things apart and put them back together again
_____ puts his/her hands all over something he/she's just seen
_____ enjoys running, jumping, wrestling, or similar activities (or if older, will show these interests in a more "restrained" way—e.g., punching a friend, running to class, jumping over a chair)
_____ shows skill in a craft (e.g., woodworking, sewing, mechanics) or good fine-motor coordination in other ways
_____ has a dramatic way of expressing herself/himself
_____ reports different physical sensations while thinking or working
_____ enjoys working with clay or other tactile experiences (e.g., fingerpainting)

Other Bodily-Kinesthetic Strengths

Musical Intelligence

_____ tells you when music sounds off-key or disturbing in some other way
_____ remembers melodies of songs
_____ has a good singing voice
_____ plays a musical instrument or sings in a choir or other group (or if preschool, enjoys playing percussion instruments and/or singing in a group)
_____ has a rhythmic way of speaking and/or moving
_____ unconsciously hums to himself/herself
_____ taps rhythmically on the table or desk as he/she works
_____ sensitive to environmental noises (e.g., rain on the roof)

_____ responds favorably when a piece of music is put on
_____ sings songs that he/she has learned outside of the classroom

Other Musical Strengths:

Interpersonal Intelligence

_____ enjoys socializing with peers
_____ seems to be a natural leader
_____ gives advice to friends who have problems
_____ seems to be street-smart
_____ belongs to clubs, committees, or other organizations (or if preschool, seems to be part of a regular social group)
_____ enjoys informally teaching other kids
_____ likes to play games with other kids
_____ has two or more close friends
_____ has a good sense of empathy or concern for others
_____ others seek out his/her company

Other Interpersonal Strengths:

Intrapersonal Intelligence

_____ displays a sense of independence or a strong will
_____ has a realistic sense of his/her strengths and weaknesses
_____ does well when left alone to play or study
_____ marches to the beat of a different drummer in his/her style of living and learning
_____ has an interest or hobby that he/she doesn't talk much about
_____ has a good sense of self-direction
_____ prefers working alone to working with others
_____ accurately expresses how he/she is feeling
_____ is able to learn from his/her failures and successes in life
_____ has high self-esteem.

Other Intrapersonal Strengths:

Activity #4

★★★

Activity-Based Assessment and Reflective Memo

The assignment involves two parts:

1. Complete a full, individual interview with a parent and/or student. The student can be anyone that you know, but it will be especially useful and informative if it is someone you are working with. Later, complete the ABA Summary form.
2. Prepare a brief reflective memo (1-3 pages) that records what you learned from the experience about the student and family, about your ability to do this kind of assessment, and other reactions you had throughout the process. You will turn in (please cross out identifying student names/phone numbers, etc.):
    - a copy of the ABA Summary form
    - a copy of your interview pages/notes for one of the three domains
    - the Reflective Memo

All of the forms you need, and instructions on how to use this tool are in Module 1d: Designing Classroom Curriculum for Personalized Learning.

Activity #5

★★★

Curriculum Web

This activity is composed of several parts, and the end product is a plan you will use in a later assignment to design more specific lessons. The purpose of the activity is to organize ideas around a theme, and then generate topics and activities that will become the foundation for these future lessons/units.

Task:

- identify a theme
- develop a Preliminary Web, using the Preliminary Web planning form
- develop a more detailed web
- expand topics and activities
- write a group memo

Curriculum Webbing

1. Pick a theme. Possible themes (subjects, ideas, or concepts around which to organize learning experiences) might be: a book, an issue, and event, a subject area, a collection of hobby or anything interesting that lends itself to further explorations and expansion into curriculum and teaching units or lessons.

2. Sketch out a preliminary web on the Preliminary Web planning form. This preliminary web is a brainstorming activity which helps to generate and solidify ideas around a theme. This initial web will help you identify reasons why the theme might (or might not) have possibilities for further development, i.e., students are excited, it's easy to integrate with other content, it lends itself to fun activities, there are lots of material and people resources available to support teaching and learning, etc. When you have a theme you think might work, you might explore with students what you and they know about the topic, what they wonder about it and how they might find the answers to their questions. This process generates more interest and ownership of the theme on the part of the students, and might generate further ideas for activities around the theme.

3. Create a more detailed web on the Curriculum Planning web form. Using the lists of Talents and Abilities, Academic Subjects and Processes/Skills on the Curriculum

Planning web form, expand your preliminary web to generate more activities and ideas to use in the developmnt of lessons or a unit. This process will help you create activities that accommodate a larger number of students with diverse interests, talents and learning styles, and will result in a unit that more effectively integrates content and incorporates opportunities for skill acquisition.

4. **Expand topics and activities.** Pull one or two topics or activities from your web and develop them more completely with members of your composite class in mind.

4. **Write a group memo.** With your group, write a memo about the process you went through to develop your webs. Talk about how easy, how fast it was to generate good, solid ideas. Given the age group you are working with, how adaptable and integrative of content is this process? Would you use it again? Which students in your composite class would present a challenge for you to incorporate?

Assignment Specific Rubric/Webbing Activity

Self-assessment
Where do you fit on the line?

1. **Identifies a theme**			
	To score a ⑤ in this area	Identifies a theme which is interesting and exciting to students of the class age range. It will provide rich opportunities for activity-based experiential learning which will be interesting to a wide range of students. Studying this theme will also provide opportunities to explore overall themes such as community, safety, etc., and to integrate many areas of the curriculum.	1----------------------5
	To score a ① in this area	Identifies a very narrowly focused theme. Students are unlikely to be attracted to this topic, because it is not age appropriate, based in an adult view of the world, or offers little opportunity for activity-based experiential learning.	
2. **Sketches a *preliminary web***			
	To score a ⑤ in this area	Your preliminary web is rich, bursting with creative ideas. If you used all the opportunities for topics or areas of study in the web you would need at least two years! Your ideas reflect your experience with the interests of students in the age group you choose. You are able to make connections between the web and most of the areas listed around the boarder of the page, including but not limited to the academic areas.	1----------------------5
	To score a ① in this area	Your preliminary web is narrowly focused, exploring only two or three leads. You mainly make connections to the academic subject listing around the borders of the page. Your ideas are primarily focused on subject matter, rather than your experience of the interests of children.	
3. **Develops a *detailed web***			
	To score a ⑤ in this area	Your detailed web expands a number of the areas from you original web and begins to generate ideas to use in development of curriculum units. You make connections with the three areas of talents/abilities, academic subjects, and processes/skills. Your ideas will provide rich opportunities for activity-based, age-appropriate, experiential learning, cooperative learning, and individualization of learning.	1----------------------5
	To score a ① in this area	Your preliminary web is narrowly focused, exploring only two or three leads. You mainly make connections to the academic subject listing around the borders of the page. Your ideas are primarily focused on subject matter, rather than your experience of the interests of children of the age you choose.	
4. **Expands *topics and activities***			
	To score a ⑤ in this area	Your topics and activities integrate a number of curriculum areas, and will provide for learning and skill development for ALL students. Your plans provide for activity-based, age-appropriate, experiential learning, cooperative learning, individualization of learning AND fun for students and teachers. Your plans are well ordered and practical and use the skills and talents of a team of educators, e.g. classroom teachers, subject area experts, special educators, educational assistants.	
	To score a ① in this area	Your topics and activities are based on a single subject area or only integrate two curriculum areas. They are focused on one group in the class (usually the "average" students) and are adapted for "exceptional" children. Your plans predominantly focus on teacher activity, bookwork, and activities which can be accomplished by students working alone at their desks. Your plans are not practical, and predominantly use the skills and talents of one educator, e.g. classroom teachers, who may receive help with her/his ideas from others.	1----------------------5
5. **Writes the *reflective group memo***			
	To score a ⑤ in this area	In your reflective memo you describe how you went about the stages of the webbing process. You outline what you learned through the process, and what you would like to learn more about. You are reflective about your use of webbing and note how you would improve if you were using it again. You also reflect on possible uses of the webbing in your current work situation.	1----------------------5
	To score a ① in this area	Your reflective memo is incomplete and is not based on the stages of the webbing process as experienced by you or your group. You provide little reflection on your use of the *webbing*, and do not indicate how you would use it again.	

Preliminary Web

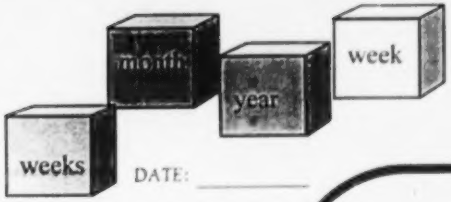
Researching Decision Making Collaboration Self-directed Learner Problem Solving

Processes/Skills → Creating Speaking Listening Performing

Social Studies Art PE Computer Science

Academic Subjects → Reading Writing Math Science Music

Adapted from: Building Connections: *Making Themes Work* by Davies/Politano/Cameron, 1993.



Long Range Web

DATE: ____________

Planning group:

PROCESSES & SKILLS

Listening
Performing
Researching
Speaking
Creating
Composing
Writing
Spelling
Persistence
Memorizing
Speed
Problem solving
Leadership
Collaboration
Self-Direction
Decision-Making

ACADEMIC SUBJECTS

Languages
Computer
Reading/Literacy
Maths
Science
P.E.
Art
Social Studies
Music

TALENTS & ABILITIES

People Smart
Self Smart
Body Smart
Word Smart
Math/Logic Smart
Nature Smart
Music/Rhythm Smart
Visually/Spatially Smart

BEST COPY AVAILABLE

Building Capacity for Sustainable Change

Video Course

Overheads

Continuing Professional Development is an educator-driven, flexible system where educators engage in planned learning experiences *over time* that result in better and better learning and life experiences for students and educators.

Principles of Effective CPD

Child & Youth Centered. The purpose of CPD for educators is ultimately to make a difference in the learning and lives of students. Any effective CPD system must keep this point in focus.

Educator/Learner Focused. CPD is about educators learning and exploring new ideas they can then apply in their own practice. The educator/learner must in "in charge" of designing their own CPD experiences in ways to benefit their own learning, application and reflection.

In-depth. Effective CPD creates the opportunity for educators to take the time needed to work extensively with new ideas and information. Only such in-depth learning can be adequately integrated into practice in ways that benefit both educators and students.

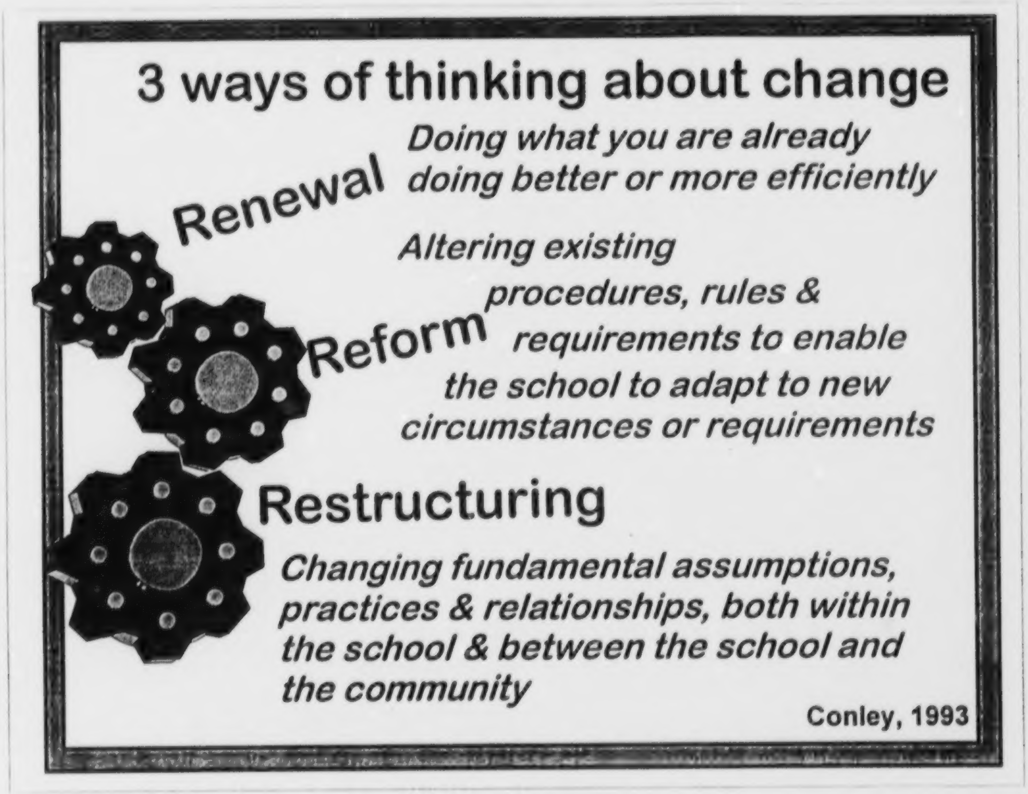
Continuous. CPD never ends. Effective educators pursue learning and growth continuously. CPD systems should be structured in a fashion so educators can periodically revisit and redesign those CPD experiences which support their continued growth.

Context Sensitive. Every educator's professional experiences are unique. CPD experiences should be designed in light of the particular educator's students, school, and district in order to be most effective and responsive.

Focused on Group Practice. Educators do not work alone. Increasingly, meeting the needs of Oregon's children and youth require groups of educators and others to *together* design effective learning. CPD should promote and provide experience with this kind of interdependent group learning and practice.

Use of Panel-Validated Self-Assessment. Assessment of the results of CPD should be vested with the educator/learner. At appropriate times, the educator collects evidence of the effect of continuing professional development which is then validated by "friendly critics" representing a broader constituency of professionals and consumers.

Research Oriented. The knowledge base of teaching and learning continues to grow and change as a result of the efforts of university-based and field-based educators and community members. Effective CPD should draw upon, and in turn contribute to, this growing knowledge base.



3 ways of thinking about change

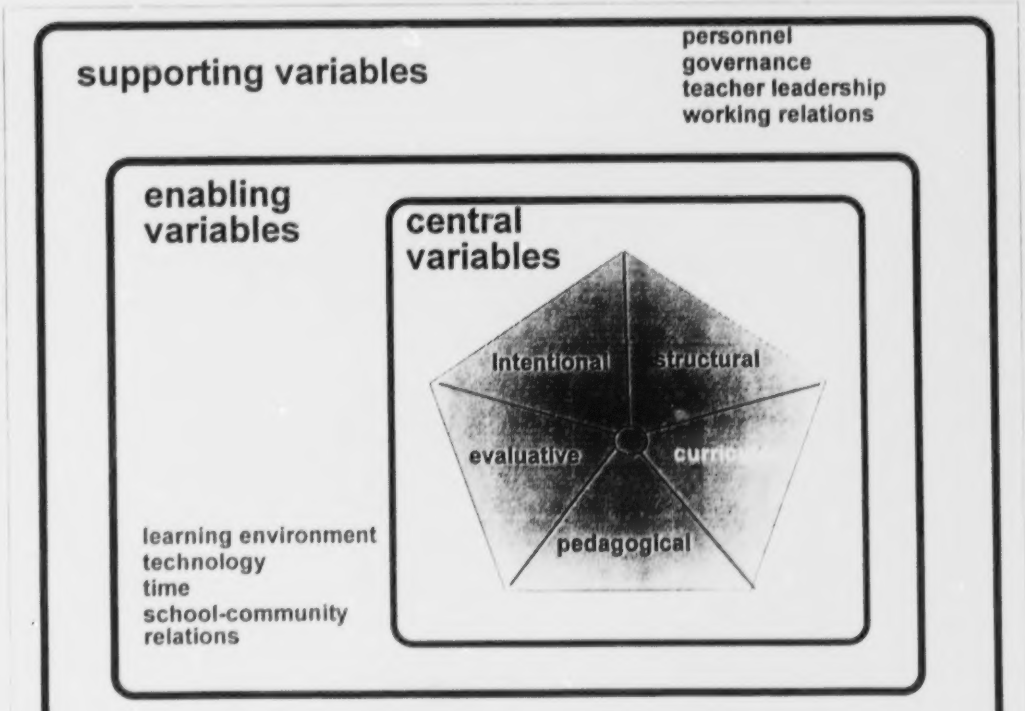
Renewal *Doing what you are already doing better or more efficiently*

Reform *Altering existing procedures, rules & requirements to enable the school to adapt to new circumstances or requirements*

Restructuring

Changing fundamental assumptions, practices & relationships, both within the school & between the school and the community

Conley, 1993



supporting variables

personnel
governance
teacher leadership
working relations

enabling variables

learning environment
technology
time
school-community relations

central variables

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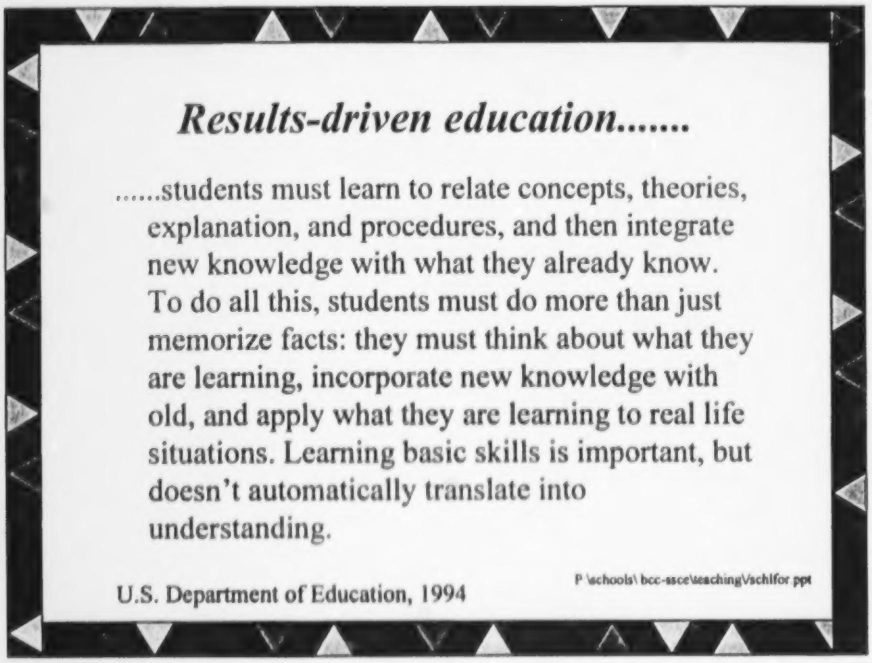

Results-driven education.......

......students must learn to relate concepts, theories, explanation, and procedures, and then integrate new knowledge with what they already know. To do all this, students must do more than just memorize facts: they must think about what they are learning, incorporate new knowledge with old, and apply what they are learning to real life situations. Learning basic skills is important, but doesn't automatically translate into understanding.

U.S. Department of Education, 1994

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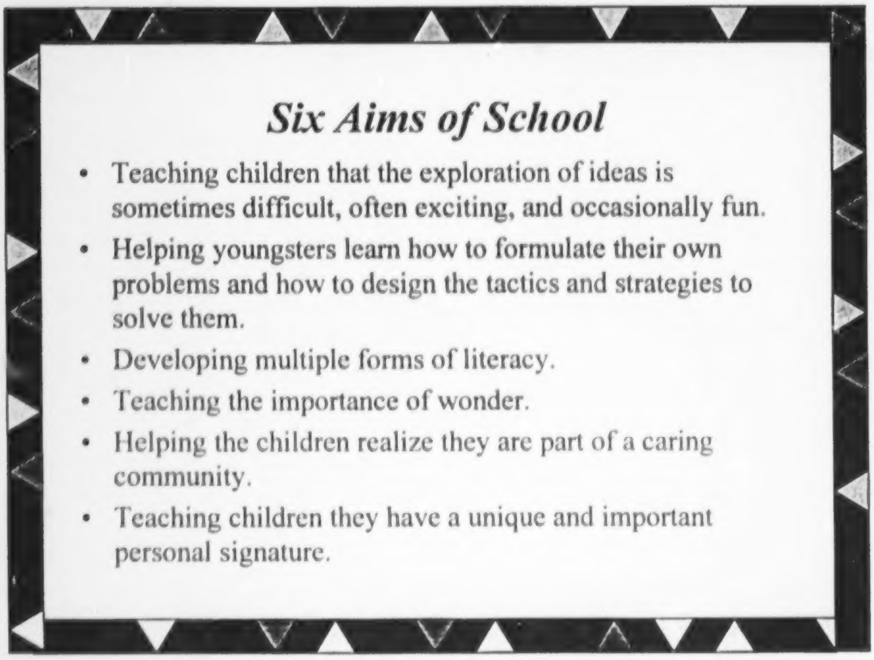

Six Aims of School

- Teaching children that the exploration of ideas is sometimes difficult, often exciting, and occasionally fun.
- Helping youngsters learn how to formulate their own problems and how to design the tactics and strategies to solve them.
- Developing multiple forms of literacy.
- Teaching the importance of wonder.
- Helping the children realize they are part of a caring community.
- Teaching children they have a unique and important personal signature.

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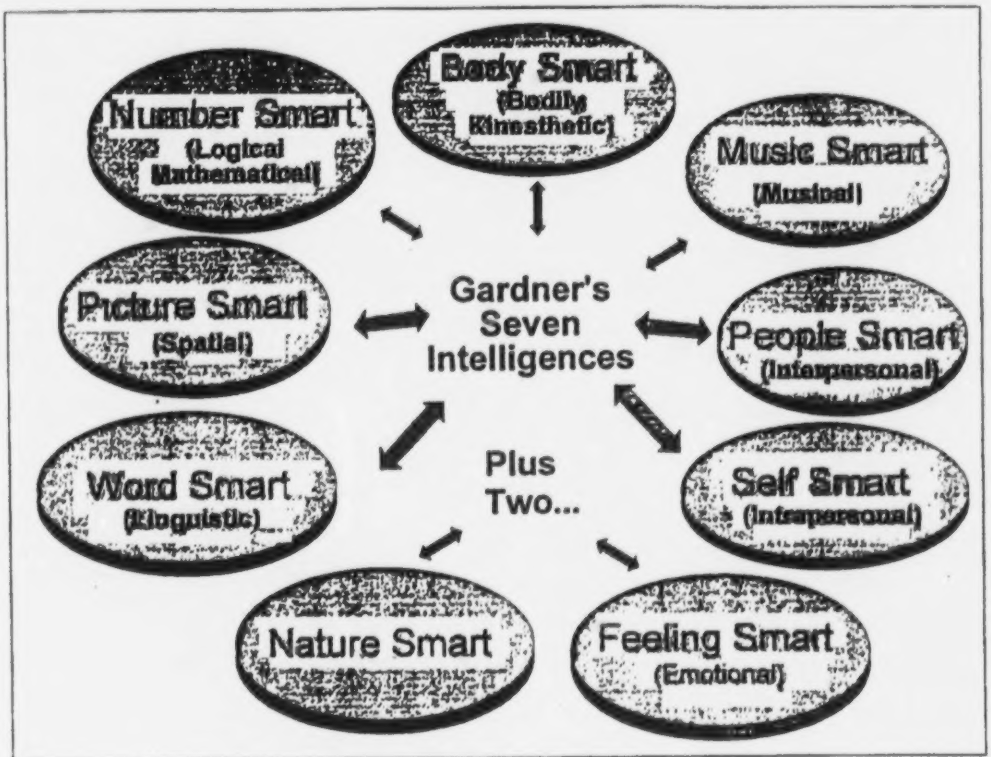

Number Smart (Logical Mathematical)

Body Smart (Bodily Kinesthetic)

Music Smart (Musical)

Picture Smart (Spatial)

Gardner's Seven Intelligences

People Smart (Interpersonal)

Word Smart (Linguistic)

Plus Two...

Self Smart (Intrapersonal)

Nature Smart

Feeling Smart (Emotional)

Restructured Learning Environments

- Mixed-age or nongraded primary
- Schools within schools or "houses"
- Learning communities: teachers learn, learners teach
- Community-based learning
- Mixed-ability grouping
- Untracking

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Trends in Teaching & Learning

- whole class teaching	⇨	- small group teaching
- lecture & recitation	⇨	- coaching
- working with better students	⇨	- working with weaker students
- assessment based on test performance	⇨	- assessment based on products, progress & effort
- competitive social structure	⇨	- cooperative social structure
- all students learning the same things	⇨	- different students learning different things
- primacy of verbal thinking	⇨	- integration of visual & verbal thinking
	⇨	

Alternatives

Standards without standardization

Performance-based assessments **ask students to demonstrate their knowledge and skills by undertaking some type of performance like writing an essay, conducting a science experiment.**

Projects **are extended exercises that ask students to generate problems, come up with solutions, and then demonstrate their findings.**

Portfolios **are long-term records of a student's performances.**

Although they can be used to compare students, the primary goal is to see if students demonstrate certain abilities

Shifts Needed for Systemic Inclusion

ability-grouped schools → schools organized for diversity

didactic teaching → **constructivist teaching**

service logic → **support logic**

Purpose:
Designing Learning

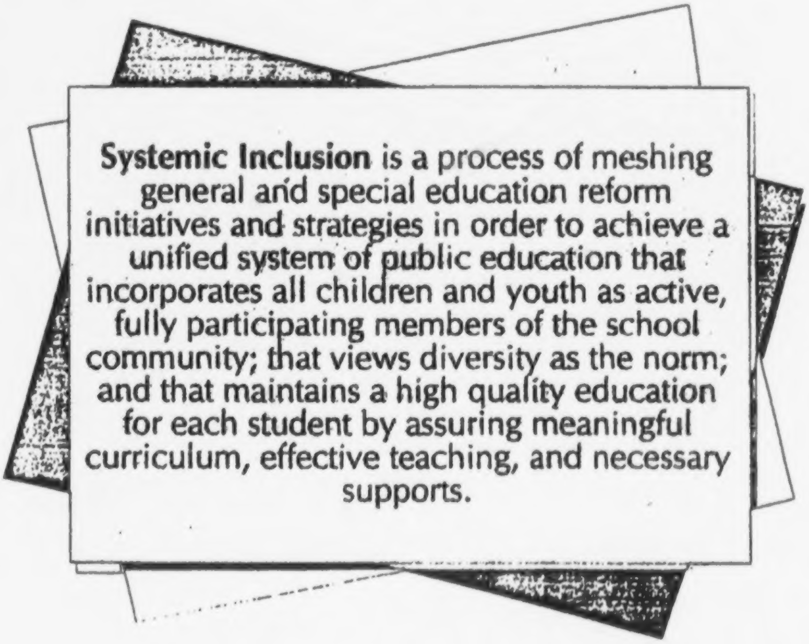
Student Assessment For Learning

Information Needed	Ways to Generate Information increasing precision of information →
What does s/he know?	Criterion - referenced scores Curriculum-based scores
What does s/he want to learn?	Activity-based assessment summaries Student inventories
How does s/he like to learn?	MI assessments/interventories Student inventories Learning History profiles
How does s/he learn best?	Learning style assessments Student inventories Learning History profiles
What abilities/skills does s/he bring to learn?	Norm-referenced scores Criterion-referenced scores Medical and therapeutic assessments

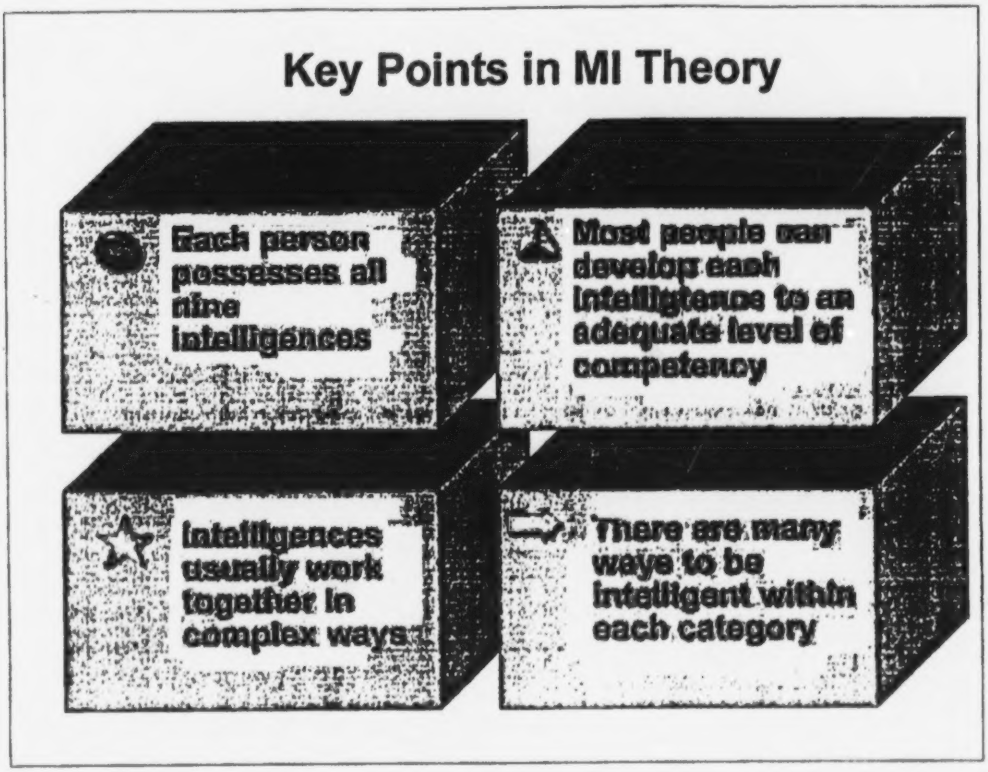
Family interviews
MI assessments/inventories

Historical Assumptions About Student Differences

- Students are responsible for their own learning.
- When students do not learn, there is something wrong with them.
- Schools must figure out what's wrong with as much precision as possible so that students can be directed to the track, curriculum, teachers and classrooms that match their learning ability profile. Otherwise, no learning will occur



Systemic Inclusion is a process of meshing general and special education reform initiatives and strategies in order to achieve a unified system of public education that incorporates all children and youth as active, fully participating members of the school community; that views diversity as the norm; and that maintains a high quality education for each student by assuring meaningful curriculum, effective teaching, and necessary supports.



Key Points in MI Theory

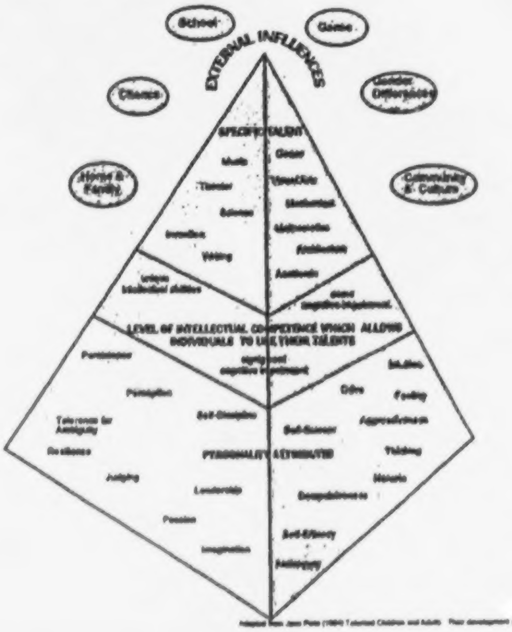
Each person possesses all nine intelligences

Most people can develop each intelligence to an adequate level of competency

Intelligences usually work together in complex ways

There are many ways to be intelligent within each category

"The Pyramid of Talent Development"


School
Chance
Home & Family
Gender Differences
Community & Culture
EXTERNAL INFLUENCES
SPECIFIC TALENT
Music
Science
Aesthetic
LEVEL OF INTELLECTUAL COMPETENCE WHICH ALLOWS INDIVIDUALS TO USE THEIR TALENTS
Perception
Self-Discipline
Tolerance for Ambiguity
Feeling
Thinking
Self-Esteem
PERSONALITY ATTRIBUTES
Leadership
Passion
Imagination
Self-Efficacy

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Spheres of Care

Caring for Self
- physical life
- spiritual life
- occupational life
- recreational life

Caring for Non-Human Life
- animals
- plants
- the earth
- recreational life

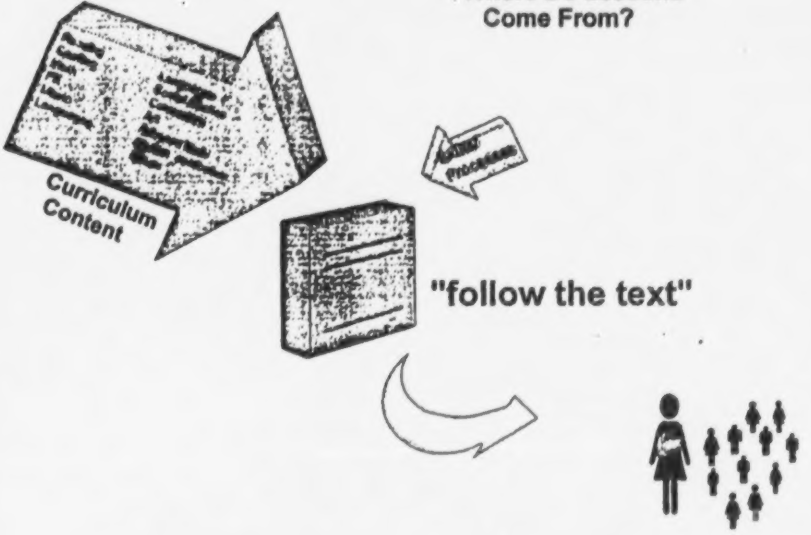
Caring for the Human-Made World
- utility
- physical arrangements
- monetary & conserving
- making & repairing
- understanding & appreciating

Caring for the Inner Circle
- mates & lovers
- friends
- colleagues & neighbors
- children
- students

Caring for Strangers & Distant Others

Caring for Ideas

Where Do Lessons Come From?



"follow the text"

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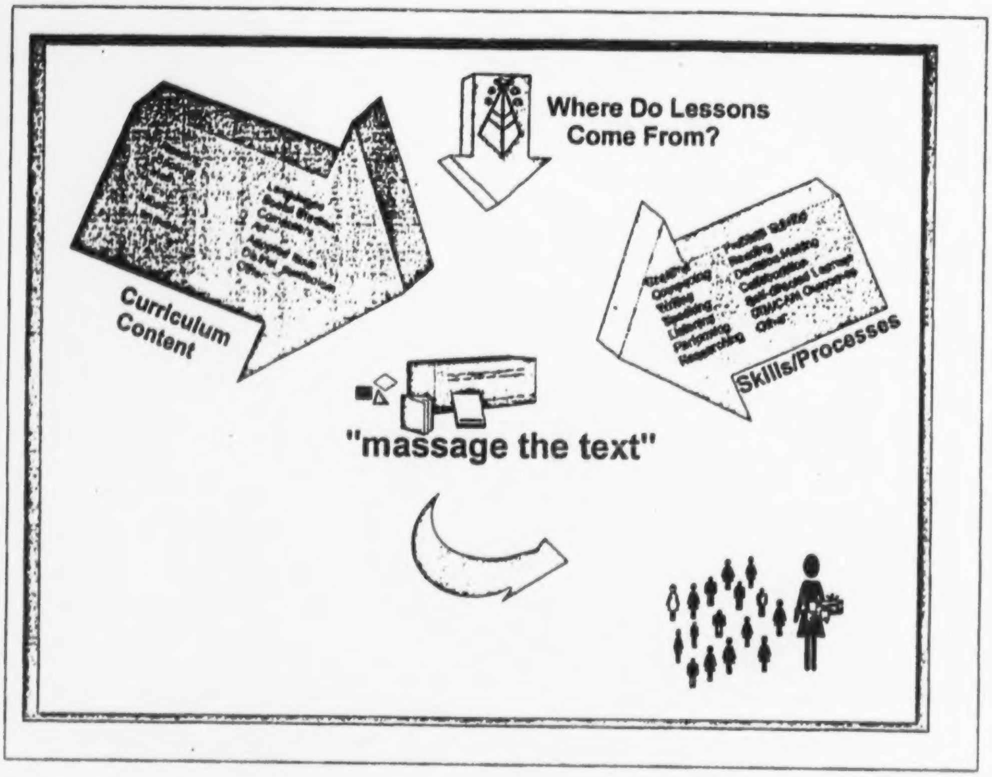
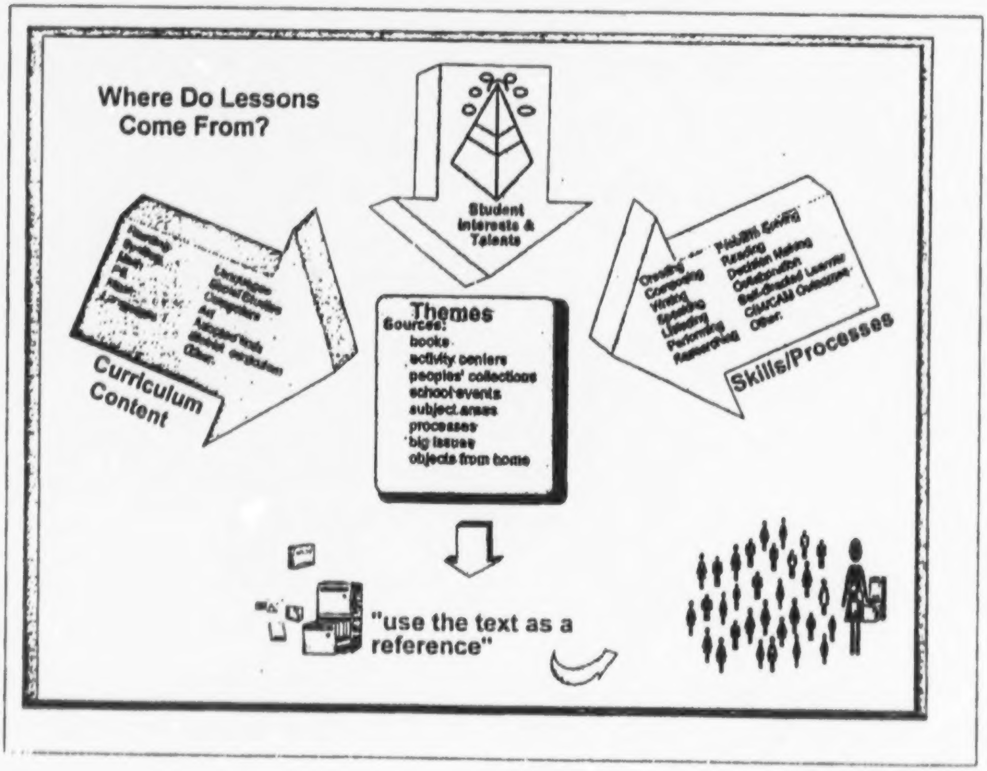


Where Do Lessons Come From?

Curriculum Content
Skills/Processes

"massage the text"



Where Do Lessons Come From?

Student Interests & Talents
Curriculum Content
Language
Social Studies
Computers
Art
Adopted texts
district curriculum
Other
Skills/Processes
Creating
Composing
Writing
Speaking
Listening
Performing
Researching
Problem Solving
Reading
Decision Making
Collaboration
Self-directed Learner
CM/CAM Outcomes
Other

Themes

Sources:
- books
- activity centers
- peoples' collections
- school events
- subject areas
- processes
- big issues
- objects from home

"use the text as a reference"

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ATTACHMENT II

- Articles and Products

16

Special Education

Dianne L. Ferguson, Ph.D., & Ginevra Ralph, M.S.

Special education emerged as a field in the twenty years or so spanning the turn of the century in conjunction with the emergence of compulsory education laws. The increasing student diversity that resulted from the requirement that *all* children attend school so challenged teachers, school systems, and educational conventions that "special" education emerged to accommodate those students who did not seem to "fit" current practices (Ferguson, 1987; Hoffman, 1975; Sarason & Doris, 1979). That essential responsibility has remained largely unchanged until now. Special education quickly became a parallel discipline and organizational structure within American public education, designed to provide adapted curriculum and teaching to students who had either failed—or were likely to fail—in the "mainstream" of compulsory public education. Over time, special education created its own specialized curriculum approaches which came to support a burgeoning number of subspecialities, each matching curriculum and teaching strategies to ability and performance characteristics of an identifiable group of children or youth. The more unusual the student's characteristics, the more specialized the intervention and the teacher that provided that intervention (Sarason & Doris, 1979).

As a field, special education received full professional legitimacy and procedural power with the passage of comprehensive federal legislation in 1974. The landmark Education for All Handicapped Children Act (EHA, P.L. 94-142), reauthorized and updated as the Individuals with Disabilities Education Act (IDEA, P.L. 101-476) in 1990, mandated a free, appropriate, public education for *all* children and youth, regardless of the type or severity of their disability. Until 1974, many potential students with more severe and multiple developmental disabilities had been "excused" from the requirements of compulsory education because they were believed incapable of learning; believed to require primarily custodial care; and believed to need protection from the eyes and possible taunts of nondisabled or less disabled peers (Berry, 1931; Hoffman, 1975; Kirk & Johnson, 1951; Wallin, 1966). These newest members of the school community, like their more able predecessors early in the century, challenged the current teachers in both general and special education, spawning still more specializations within the field (Perske & Smith, 1977; Thomas, 1977). In current times, special education in the 1990s faces dramatic changes. Like American public education in general, recent and current schooling

Ferguson, D. L., & Ralph, G. (1995). Special education. In B. A. Thyer, & N. P. Kropf (Eds.), *Developmental

reform agendas challenge the discipline of special education to reinvent itself.

Education and Training

The current climate of reform in education has included a focus on changes in teacher preparation, especially for general education teachers. Proposals, and critiques, range from changing the status of teacher preparation from undergraduate to graduate (The Holmes Group, 1986; Tom, 1985), to alternatives for university preparation (Grossman, 1990; The Holmes Group, 1986) to having university teacher educators who are also responsible for area classrooms of public school students. Perhaps the most comprehensive of the teacher preparation reform proposals is that of John Goodlad and colleagues (Goodlad, 1990; Goodlad, Soder, & Sirotnik, 1990a; Goodlad, Soder, & Sirotnik, 1990b) whose lengthy analysis offers 19 postulates for improving the preparation of teachers.

In both special education and general education, recommendations involve a broadened definition of teacher roles and capacities, including multi-theoretical fluency, creative problem-solving, self-management, peer cooperation and collaboration, and ongoing professional growth (Baumgart & Ferguson, 1991; Goodlad, 1990). Teachers must be better prepared and supported to become technically competent and reflective educators, able to work with wider student diversity and to achieve more and more complex student outcomes (Grimmett & Erickson, 1988; Sarason, 1993; Schön, 1983).

Special educators involved in the blending of general and special education reforms find their roles shifting from designated provider of specialized knowledge and services to a more generic teacher of diverse groups of students working in collaboration with other teachers to share areas of expertise and interest toward the learning benefit of all the students (Ferguson, 1993; Roach, 1993). In order to support these changes in teacher roles, universities are restructuring their initial preparation programs to better integrate content from the traditionally separate fields. Some programs accomplish this by requiring teachers to take courses and field-based experiences in both general and special education, usually ending with some kind of dual certification. In a small number of more experimental programs, however, students receive preparation that is more integrated into a single focus on meeting the learning needs of the full range of students, including students who are currently labeled *gifted and talented* or *disabled*.

Licensure, Certification, and Continuing Education

Consistent with the overriding categorical approach of special education organization and practice, the licensure of practitioners has been largely categorical in nature. For each identified disability requiring special education services, the field has created a matching teacher. Thus, teachers were typically certified to teach a single disability category (unless, of course, they collected multiple certificates or endorsements). Thus, special educators were certified to teach students with learning disabilities, orthopedic impairments, visual impairments, emotional disturbance, or mental retardation. Within some of these disability categories, licenses were further delineated according to level, generating *teachers of students with mild mental retardation* as well as *moderate, severe, profound* retardation or *severe emotional disturbance*. The assumption that service should be tied to person and place naturally created difficulties for a small number of students who possessed multiple disabilities. Should the student with both significant orthopedic impairments and cognitive impairments be taught by the "physically handicapped teacher" or the "mentally retarded teacher" (as educators came to label themselves in day-to-day conversation)? What should be done with the student who has both severe retardation and severe behavioral and emotional disorders?

Some states are restructuring their licensure systems, moving away from categorical systems toward licenses that focus on working with a full range of students within particular age-ranges. Thus the traditional K-12 special education license is becoming reconceptualized as an endorsement on an elementary, middle years, or secondary basic teaching license.

In addition to basic licensure according to disability category, special education has also developed a system of further specialization, also tied to specific disabilities or conditions. Teachers with "emotional disturbance" or "mental retardation" certificates might later acquire additional specialization in autism or behavioral intervention, giving rise to the itinerant consultant, who might be a "behavior consultant," "autism specialist," or "vision specialist."

Although preparation programs have differed somewhat, depending upon the state granting the license, generally speaking, special education personnel preparation has been solidly grounded in the psychology of disability and learning difference. Although a variety of theoretical approaches have been available and popular at various times in the history of special education, the field has been dominated by behavioral theory, especially applied behavioral analysis (Ferguson, 1987). Preservice students typically take a variety of courses focused on student characteristics and different disability categories, followed by a series of methods courses. Once licensed, special educators, like their general education counterparts, continue to take focused courses and attend special education inservices on the expectation that their knowledge and skills are thereby continuously updated.

Contributions to Interdisciplinary Practice

In a specific sense, then, the contributions of special education to interdisciplinary practice for persons with developmental disabilities only slowly emerged in relatively recent history. Prior to public education assuming responsibility for students with developmental disabilities—especially those with moderate and severe developmental disabilities—special education for such students, when it existed at all, more frequently occurred in special schools and clinics administered by other branches of social service, such as medicine or health and human services.

Assessment

In a very real and powerful sense, special educators have always borne the responsibility of educating those students deemed not to "fit" general education. Prior to EHA, the procedures for identifying students shifted from being idiosyncratic and phenomenological to more scientific and precise approaches. The emergence of intelligence testing in the early decades of the century greatly aided this effort (Anderson, 1917; Gesell, 1925; Gould, 1981). More important, however, was the pattern of identification established: precise identification of a student's abilities and deficits was necessary in order to identify both the corresponding curriculum and teaching objectives, and the expected learning accomplishments (Goddard, 1920; Mitchell, 1916;

Wallin, 1924). Thus, one popular textbook (Perry, 1960) devoted to educating the "trainable" student urged development of programs that emphasized self-care, socialization, and expressive skills. Follow-up studies during the same period revealed that nearly half of such students entered institutions immediately after leaving school (Scheerenberger, 1983).

After the passage of EHA, the essential pattern for identification of both students eligible for special education, and the services they required, remained largely unchanged. The identification of a student's abilities and disabilities must be determined by more than intelligence testing alone, students must be assessed with regard to all areas of possible deficit, and they must be tested with instruments that are both culturally and racially sensitive and do not punish them for known disabilities. Thus, for example, a student with an obvious motor impairment should not be assessed with intelligence tests that require motor performance. In the years since EHA, special educators have developed a range of other supporting assessment strategies designed not only to confirm the presence of a disability that is interfering with learning, but to direct special educators more precisely in the kinds of curriculum and teaching approaches that will best serve the remediation effort. These assessment forms range from criterion-referenced instruments to curriculum-based assessment approaches (Guess, Horner, Utley, Holvoet, Maxon, Tucker & Warren, 1978), and various kinds of functional assessment (O'Neill, Horner, Albin, Storey & Sprague, 1990; Ferguson, Willis, Rivers, Meyer, Young & Dalman, in press). There is also a growing number of home-, community-, and peer-referenced assessment approaches (e.g., Ferguson & Meyer, 1991; Hunt, Cornelius, Leventhal, Miller, Murray & Stoner, 1990; Turnbull, 1991).

Despite the dramatic range of disabilities—and abilities—possessed by special education's students, especially after the implementation of EHA, the overriding purpose of special education remained constant: Try to remediate deficits in development and performance, repair pathologies, and otherwise ameliorate the effects of impairment and disability so that students might function as normally as possible and learn to their fullest potential. This logic is most clearly captured in the requirements of the Individual Education Plan (IEP) which requires a description of a student's current abilities and a detailed plan of how special educators will change that ability in the direction of the general education requirements and typical peer performance.

Curriculum

The overriding logic of special education—to identify those students who do not fit, figure out what is wrong, and fix the problem—naturally led to the development of a separate, parallel system of special education. Previously, the categorical nature of the assessment process (Does the child have a disability? What is it? Does it interfere with the child's ability to benefit from general education?) further elaborated the special education system into separate classrooms and schools, frequently physically distant from public schools, that were staffed by special education teachers, assistants, and related professional staff (Whipple, 1927). Districts without the resources to create segregated schools typically offered, as an alternative, self-contained classrooms and parallel use of other school facilities (such as the library, gym, cafeteria, and even playground).

Despite repeated critiques of separate education, beginning with the efficacy studies of the 1960s (Dunn, 1968; Lilly, 1970; Reynolds, 1962; Taylor, 1988; Shapiro, Loeb

& Bowermaster, 1993), the practical interpretation of "appropriate education" quickly became "appropriate placement on the continuum of services" where each service was tied to a particular location. The more intense the services required to remediate or ameliorate disability, the more distant from general education environments, and the greater distance needed to travel to eventually return to that environment (Taylor, 1988).

Once identified and placed, whether locally or regionally, the services offered special education students were as closely tied to their determined disability as was their placement in the educational system. Each location along the continuum of special places "matched" a set of curricular objectives, specialized teaching and management strategies, and preferred materials.

Along with these shifts in curriculum and teaching came new calls to reconsider where special education services should be housed within public education. Efforts to "mainstream" during the 1970s, driven in large part by the disproportionate number of poor, nonwhite, and non-English-speaking students in special education classrooms (Dickie, 1982; Mercer, 1973), had not substantially altered the separate special education service delivery system (Macmillan, Jones & Meyers, 1976). The 1980s revisited mainstreaming with new calls to integrate all special education services into the mainstream of public education (Certo, Haring & York, 1984; Stainback & Stainback, 1985).

Later initiatives in special education have called for the integration of students with disabilities into the general education classrooms. Current reforms in special education have rapidly shifted to calls for "rethinking" (Wang, Reynolds, & Walberg, 1986), "restructuring" (Reynolds, Wang, Walberg, 1987; Skrtic, 1987), and moving "beyond special education" (Gartner & Lipsky, 1987). Integration and mainstreaming—resulting all too often in mere physical presence of students with disabilities and their teachers—has led to new calls for full learning membership and *inclusion* of both special educators and students with disabilities into the life of the broader school community (Ferguson, in press; Forest & Pearpoint, 1991; Fullwood, 1990). The experience of *integration* taught some special educators the limits of tolerated presence for producing the educational outcomes sought for children and youth with any kind of disability. To be an effective learning context—if full inclusion and membership are ever to be realized—schools themselves must be dramatically reformed (Pearman, Huang, Barnhart & Mellblom, 1992).

The agenda for special education in the 1990s is to increase efforts to achieve inclusion of children and adolescents who have disabilities. Not only will inclusion involve all levels of the educational system, but individuals at each level must engage in the "phenomenology of change" (Fullen, 1991), in both what they do and what they experience in schools (Peck, 1993), in order to avoid such incomplete results as "class within a class" (Salisbury, Palombar & Hollowood, 1993) or "bubble kids" (Ferguson et al., 1993; Schnorr, 1990). Despite some continuing debates about student outcomes (Buswell & Schaffner, 1992; Strully & Strully, 1989), there is an emerging consensus that successful inclusion must address *both* learning and the social experiences of students in a balanced way (Brown, Schwartz, Uduari-Solner, Kampschroer, Johnson, Jorgensen & Gruenwald, 1991; Ferguson, Meyer, Jeanchild, Juniper & Zingo, 1992; Giangreco, Dennis, Cloninger, Edelman & Schattman, 1993; Jorgenson, 1992; Salisbury et al., 1993; Stainback & Stainback, 1992).

One theme in the current reform discussion involves moving away from the connection between disability category and service. Some states (e.g., Vermont and Oregon) have changed special education funding patterns in order to begin disassociating funding from disability categories. General and special educators are working together to integrate and include students previously receiving services in pull-out or entirely separate educational environments. They are developing a new appreciation for the applicability of many traditional special education curricula and teaching strategies to a wide variety of children and youth who do not meet special education eligibility requirements. Conversely, special educators are becoming more familiar with effective general education curriculum and teaching practices that well complement their own familiar tools and approaches.

This gradual erasing of distinctions between effective general- and special-education teaching approaches, as well as the newly emerging blends of these traditionally separate approaches, may eventually change how the field thinks about the "special education student." Already in some schools and classrooms, children and youth do not have to demonstrate a disability in order to "qualify" to receive benefit from either special educators or their special knowledge and teaching tools. In countries like Iceland and Denmark, the shift away from tying resources to categories of disability toward making resources available to students according to their learning needs, preferences, and achievement has already been formalized in national policies.

Of course, there will always be labels—naming differences seems to be an established human pattern. What may be emerging in education, however, is a situation in which labels do not determine where students can learn or the kinds of resource supports, curriculum, or teaching approaches that are available to them. Whether or not this direction becomes dominant is impossible to predict. There are other strong movements to legitimize new disability categories and maintain separate environments for some classes of students (especially students identified as severely emotionally disturbed or deaf).

Having demonstrated that special education's newest students could indeed learn, proponents and practitioners of the resultant instructional technology began to question whether learning was enough of an accomplishment for schools to achieve for students. New calls to make school relevant to students' future lives (Brown, Nietupski, & Hamre-Nietupski, 1976; Thomas, 1977) led to new "functional" curriculum approaches that focused more on ensuring that students could actually use their learning in their lives outside of school (Guess & Helmstetter, 1986; Sailor & Guess, 1983; Wilcox & Bellamy, 1982), sometimes by moving the activity of teaching and learning to community environments and naturally occurring times (Hamre-Nietupski, Nietupski, Bates & Maurer, 1982; Horner, McDonnell & Bellamy, 1986; Sailor, Halvorsen, Anderson, Goetz, Gee & Doering, 1986).

Case Example

This account of Alex's involvement with special education, although occurring in the very recent past, captures the kinds of changes that typify special education in the 1990s. Not all students with developmental disabilities experience either the same constellation of educational needs as Alex or the changes in delivery of services. Nevertheless, in various ways, more and more of special education's students, regardless of their label, are experiencing changes in how school happens and what it accomplishes.

History

While playing on the beach at age 2, Alex was caught by an unexpectedly large wave and almost drowned. After a period of recuperation, Alex and his family discovered the experience had left him with multiple impairments and disabilities. He has very limited voluntary movement, uses a gastrointestinal tube for nutrition, and requires intermittent suctioning to sustain adequate breathing. He acquired a number of official labels, including ***profound mental retardation, severe orthopedic impairment***, and ***functional blindness***. He is also nonverbal and has very limited communication using other modes of expression.

Despite efforts to incorporate Alex and his care into their family life, by age 6 the challenges were too great for Alex's family to manage his care alone. Options available at the time, however, precluded hiring inhome assistance, and there were no foster homes available in Alex's rural coastal town that could manage his level of care. With profound reluctance, Alex's parents agreed to allow Alex to move into a geriatric nursing home in a city ninety miles away. The facility met criteria for funding and served eighty senior citizens in addition to four other children.

Intervention

Alex attended school for the first time in his new community. School district assessments confirmed that he was disabled in ways that were likely to affect his ability to benefit from school and recommended placement in a self-contained classroom of similarly labeled primary-aged students operated by a county-wide intermediate school district. The classroom was located in a nearby elementary school, but not the school located a block from the nursing facility; this necessitated special transportation. Alex was also assigned the services of a number of support staff who worked either for the county-wide district or a multicounty regional program. Specialists included a physical therapist, speech therapist, augmentative communication specialist, and a vision specialist. A third educational assistant was assigned to the classroom, in addition to the two already there, in order to provide the extra supports everyone believed Alex required. Alex's home county reimbursed his new county for his educational costs.

Because of the drip tube feeding schedule at the nursing facility, Alex arrived at school mid-morning, usually when his classmates were on their way to recess. When there was time, one of the assistants would take Alex to join his classmates. Recess was followed by an hour of stimulation activities for Alex in a special corner of the room while his classmates pursued other learning activities. After the stimulation activities were completed, Alex typically joined one of the other learning groups, sometimes participating, sometimes just watching. After a session of switch practice on the computer, Alex remained in the classroom while his classmates went to lunch at their special table in the cafeteria. Early on, Alex also went to the cafeteria to sit at the class table and taste some of the foods, but the special education teacher believed his participation not to be very image-enhancing or productive. She arranged for Alex to have his schedule of physical therapy activities and time on the supine stander in the quiet classroom while the rest of the class went to lunch.

Alex rejoined his classmates for after-lunch toothbrushing, grooming, and other personal hygiene needs. The last hour and a half of the day typically involved art activities with fourth-grade peer tutors who came to the self-contained classroom, followed by a mail delivery job Alex shared with two other classmates, and then twenty minutes of language during a closing circle time. Alex left school at two o'clock, returned home, was changed into pajamas, and attached to his drip feeder until nine the next morning. Occasionally, Alex was taken to the sitting room to visit with other residents and participate in the various opportunities arranged by the activities director.

During his three years at this nursing facility and school, Alex's family tried to visit at least twice each month, but they began to feel more and more distant from Alex. Although they missed Alex deeply, and wanted him to be nearer home, they believed they were making the best decisions they could within the current resource constraints and service options. Still, at IEP-related meetings Alex's mother reported feeling that the nursing facility and school staffs were coming to know her son better than she did, and she deferred all educational decisions to them.

Three years after beginning school, some of the adults in Alex's daily life began asking different questions: Why does he always have to be late to school? Why can't he spend more time in general education classrooms? Is his educational program effective? What is the quality of his life outside of school? Does his schooling relate to his life? Does he have any friends? Is his family interested or is he a ward of the state? Why does he have to live so far from home? Is school really "working" for Alex?

Answers began to emerge. Encouraged by Alex's teacher and parents, a graduate student investigated what might have changed during the three years of Alex's residence in the city, in hopes of discovering new options, and possibly even resources, that might result in a change for Alex. Although much had not changed, there had been one important change in personnel in Alex's home community. A new case manager not only listened to the questions, but asked more. The combined result of different people questioning both the status quo and imagining new possibilities resulted in Alex returning to a nursing facility near his parents' home and the neighborhood elementary school.

The school district had a longstanding policy of supporting all students' learning in general education classrooms and assigned Alex to Ms. Peters' class. They also provided an educational assistant. Ms. Peters taught a multi-age, mixed ability classroom, using a wide variety of teaching strategies—from tested to innovative—to implement an activity-rich curriculum. District administrators expected to have to plead Alex's case with Ms. Peters, ~~but~~ she surprised all involved with her genuine excitement about including Alex in her room. She prepared classmates for his arrival in mid-spring by explaining his accident, but mostly by emphasizing that as a result he had been away from home for three years. By the time he arrived, everyone was eager to celebrate his return.

Ms. Peters was a confident and creative teacher who was already skillful at tailoring her teaching to all 27 different students already in her room. Still, she realized Alex would be a unique challenge and eagerly accepted the support and assistance of the district special education support teacher and a university-sponsored special project focusing on validating innovative educational practices for children like Alex. These specialized supports complemented Ms. Peters' basic teaching approaches and strategies. The team began by trying to incorporate Alex in all classroom activities as an assessment approach to discover what he liked, how to best assist him physically, what he could do without assistance, how peers and other adults might react to him, and which school and community activities he might best be able to participate in actively.

Quickly information began to emerge.

Alex seemed happiest and most alert when surrounded by the chatter and hubbub of other students. Classmates in his cooperative learning groups became adept at creating meaningful participation for Alex in class projects and activities, responding to differences in his facial expressions, sounds, and smiles. They also discovered how best to assist him when it was necessary. They competed to bring snacks that Alex might share and became efficient at assisting Alex to use his extra equipment and supports. The assistant explored ways to use dial-a-ride services so that Alex could join classmates on weekend outings and taught his classmates the route to his nursing facility so they could visit him on weekends and after school. By the end of the school year Alex surprised everyone by reliably raising his hand to indicate a definite "yes" and moving his hand sideways to indicate "no" when presented with choices. His response to and understanding of things people were saying also seemed to be considerably greater than previously thought, leading Ms. Peters and the specialist support team to design new assessments and information systems to validate their hunches.

Shortly after entering fourth grade the following fall, Alex needed major spinal surgery, resulting in many weeks of missed school. His teacher and classmates continued to design learning projects that included him. The classroom assistant escorted rotating small groups to the nursing home, bringing ongoing classroom projects to Alex until his recuperation was complete. Nursing facility staff agreed to help Alex with his homework and other homebound assignments, keeping him as connected as possible with both the classroom and his unique learning agenda.

Alex's return to his home community has rekindled the family membership and community caring that supported him during the first four years after his accident. His involvement in the fourth grade is one important aspect of the community caring and support that Alex, and many other students, sorely need. His classmates think of him as part of the class and miss him when he is absent.

Alex is working on many of the same learning goals he began in the special education classroom: communicating what he knows, wants, and dislikes; improving the consistency and quality of his motor abilities so he can participate in more ways in all kinds of routines and learning activities; making and communicating his choices; and maintaining his general health and fitness. Perhaps as important as what Alex is doing is the context. Fourth grade is quite different from his self-contained classroom. Ms. Peters is his teacher, despite not being officially licensed to teach students with the kinds of differences Alex brings to her classroom. (She "stepped up" with her class in order to follow all of them, including Alex, through another year of growth and achievement.) She accomplishes this role only with the assistance of the additional technical information offered by special educators, therapists, and other specialists on the interdisciplinary team and with the firm conviction and permission to be the leader in synthesizing these differing bits of information and knowledge into the activities and agendas of her fourth grade class. Alex, like his classmates, also benefits from the teaching of the 27 other fourth graders in the class. Ms. Peters, the assistant, and the special educator together pursue professional development opportunities offered by their district, the state department, and the local university, to better serve this most diverse group of students.

Summary

As educational reform continues to pursue a variety of agendas designed to improve both the responsiveness and effectiveness of public education, the discipline of special education is also undergoing substantive and systemic change. Historically, reforms in special education emphasized the development of more specialized services and subspecialities designed to respond to more and more categories of disability among school children and youth. While this pattern continues in some subfields of the discipline, other increasingly dominant reforms emphasize the merging of special and general education disciplinary knowledge and practice, reinventing special education and special educators in the process. Although many debates continue, and it is impossible to predict all the outcomes of current change efforts, it does seem clear that special education in the 21st century will have acquired new meanings and special educators new roles in American public education.

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CHAPTER 6

HOW SYSTEMIC ARE OUR SYSTEMIC REFORMS?[1]

by

Dianne L. Ferguson

Introduction

A remarkable amount has changed in education over the last twenty years. My own perspective on these changes emerges both from my experiences as an educator and as a parent. My son Ian, only gained access to public education after the passage of the Education of the Handicapped Act (P.L.-94-142) because our local public educators believed that the type, degree and multiplicity of his disabilities meant he was unable to learn enough to warrant participation in schooling. Access to public schools, however, did not then necessarily mean access to a public education. Our son, like thousands of other children and youth with significant disabilities, experienced separate classrooms, separate curricula, separate materials, and different teachers than all other participants in public schooling.

Although mainstreaming had been a substantial effort to change the delivery of special education services since the late 1960s, it was clear to my husband and me in the late 1970s that the possibility of mainstreaming was not available to our son. Indeed, the debates never considered students with severe disabilities. What the reform legislation had not changed were the underlying assumptions about schooling for students designated "disabled" that had engendered both, the mainstreaming debates, and the need for the Education of the Handicapped Act (EHA), in the first place.

Since special education emerged as a separate part of public education in the decades spanning the turn of the century, the fundamental assumptions about students and learning shared by both "general" and "special" educators has not really changed. These assumptions have become so embedded in the culture and processes of schools that they operate more as "truths" than assumptions. School personnel, families of school children, and even students themselves unquestioningly believe that:

- Students are responsible for their own learning.
- When students don't learn, there is something wrong with them.

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[1] An expanded version of this presentation has been published in Ferguson, D.L. (1995), "The Real Challenge of Inclusion: Confessions of a Rabid Inclusionist", *Phi Delta Kappan*, Vol. 77 (4), pp. 281-287.

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- Schools must determine what's wrong with as much precision as possible so that students can be directed to the track, curriculum, teachers and classrooms that match their learning ability profile. Otherwise no learning will occur.

Even efforts to "integrate", and later "include" students with severe disabilities in general education failed to challenge these fundamental assumptions. Indeed, these special education reforms have often failed to change very much at all.

Inclusion as "pretty good integration" at best

The current inclusion initiative has certainly resulted in some exciting and productive experiences for students. It has also produced other situations that are problematic and unsatisfying for everyone. As our son finished his official schooling and we all began his challenging journey to adult life, he enjoyed a couple of quite successful experiences, one as a real member of a high school drama class, despite still being officially assigned to a self-contained classroom (Ferguson, Meyer *et al.*, 1993). Ian's experiences in drama helped me begin to understand more fully than had his earlier experiences of part time integration, both that learning membership was the most important dimension of inclusion and that it was an extraordinarily complex phenomenon, especially within classrooms (Ferguson, 1994*a*). These experiences also prompted me to question other conventional wisdom about inclusion: Was it mostly about place? Must it be all the time? Was it okay for learning to take second priority to socialisation and friendship? Did one always have to be traded for the other? How would learning occur? Would students learn things that they could use and that would make a difference in their lives? Who would teach? What would happen to special educators? And more.

A three-year research effort later, I'd learned a good deal about what I thought inclusion was, and wasn't. Perhaps the most troubling realisation was that even when students were assigned to general education classrooms and spent most (or even all) of their time there with various kinds of special education supports, their presence and participation still often fell short of the kind of social and learning membership my son had achieved in one drama class, and that most inclusion proponents envisioned. Even to casual observers, some students seemed set apart -- immediately recognisable as different -- not so much because of any particular impairment or disability but because of what they were doing, with whom and how.

During the years of our research, my colleagues and I saw students walking through hallways with clip-board bearing adults "attached," or sitting apart in classrooms with an adult hovering over them showing them how to use different books and papers than anyone else in the class, even moving their hands to try to match what other students seemed to be doing by themselves. Often these "velcroed" adults were easily identifiable as "special" teachers because the students called them by their first names while using the more formal "Ms" or "Mr" to refer to the general education teacher. Students seemed in, but not of the class, so much so that we noticed teachers referring to particular students as "my inclusion student." It seemed to us that these students were caught inside a bubble that teachers didn't seem to notice, but that succeeded in keeping other students, and teachers, at a distance nevertheless.

We also saw students "fitting in," following the routines and looking more or less like other students in the class. But sometimes their participation seemed hollow. They looked like they were doing social studies, or math, but it looked more like "going through the motions" than a real learning engagement. Maybe they were "learning" in the sense of remembering things, but did they know what they were learning, we wondered? Or why? Or if they would use this learning in their lives outside this lesson?

Even the protection of the Individual Education Plan (IEP), a key component of EHA and now the updated IDEA (the Individuals with Disabilities Education Act), seemed yet one more barrier to real membership. Special education teachers became "teachers without classrooms", plying their teaching skills in lots of classrooms; deploying person-supports in the form of classroom assistants to teach; manage, and assist the "inclusion students" to meet IEP goals and objectives regardless of what might be happening with the rest of the class. Classroom teachers struggled to understand how to "bond" with their new students and the adults they brought with them. Even more challenging was how to negotiate teaching. The peripatetic special educator usually remained primarily responsible for writing IEPs that only distantly related to the classroom teacher's curriculum and teaching plans while at the same time pushing her to assume "ownership" of the student, often by following the instructions of the special educator, whether they were compatible with the general educator's teaching approach or not. Special educators who were successful at moving out of their separate classrooms struggled with the sheer logistics of teaching their students in so many different places. They also struggled with whether they were teachers of students or teachers of teachers and what might happen to them if the general educators ever "learned" how to include their students without their help.

Bursting bubbles

Gradually I came to see these examples and experiences that have been detailed elsewhere (Ferguson, Willis *et al.*, 1993; Ferguson and Meyer, in press) as problematic for everyone precisely because they failed to challenge underlying assumptions about student learning differences. Too much inclusion as implemented by special education seems to succeed primarily in relocating "special" education to the general education classroom along with all the "special" materials, specifically "trained" adults, and special curriculum and teaching techniques. The overriding assumptions remain clear and clearly communicated:

- These "inclusion" students are "irregular" even though they are in "regular" classrooms.
- They need "special" stuff that the "regular" teacher is neither competent nor approved to provide.
- The "special" educator is the officially-designated provider of these "special" things.

My colleagues and I also saw lots of positive examples like my son's experience in drama class. The challenge was to try to understand why. Gradually, I began to realise that if inclusion was ever to mean more than pretty good integration at best, we special educators would have to change our tactics. Resolving the various debates requires us to begin with the majority perspective and build the tools and strategies for achieving inclusion from "the center out" rather than from the most exceptional student in. Devising and defining inclusion to be about students with severe disabilities, indeed, any disabilities, seems increasingly wrong-headed to me and quite possibly doomed. It can only continue to focus everyone's attention on a small number of students, and a small number of student differences, rather than on the whole group of students with all their various abilities and needs.

The *real* challenge of inclusion

Realising the limits of inclusion as articulated by special educators was only part of my journey. It also took spending time in general education classrooms, listening to teachers, and trying to understand their struggles and efforts to change, to help me see the limits of general education as well. The general education environment, organised as it still is according to the Bell curve logic of ability labelling and grouping, may not be enough of an inclusive environment to ever achieve inclusion. It seems to me that the lesson to be learned from special education's inclusion initiative is that the real challenge is a lot harder, and more complicated, than we thought. Neither special nor general education has either the capacity or the vision alone to challenge and change the very deep rooted assumptions that separate and track children and youth according to presumptions about ability, achievement, and eventual social contribution. Meaningful change will require nothing less than a joint effort to reinvent schools that are more incorporative of all dimensions of human diversity. Change will also require that the purposes and processes of these reinvented schools be organised not so much to make sure that students learn and develop on the basis of their own abilities and talents, but rather to make sure that each child, regardless of their abilities or talents, is prepared to access and participate in the benefits of their communities so that others in that community care enough about what happens to them to value them as members (Ferguson, 1995; Asuto *et al.*, 1994).

My own journey to challenging these assumptions was greatly assisted by the elementary school faculty in one of our research sites. Most of our research up to that point had really centred on the perspectives of special educators. While we talked with lots of other teachers and staff, our access had always been through the special educator who was trying to move out into the school. Finally, however, we began to shift our attention to the whole school through the eyes of all its members. For me it was a shift from special education research to educational research that also happened to "include" consideration of special education teachers and students. I began to learn the language of schooling, became able to "talk education" rather than just special education and sought that same bilingualism for my students and colleagues through a series of newly re-framed research and demonstration projects.

Learning about various reform agendas within education, that support and facilitate a more systemic inclusion enormously reassured and encouraged me, and I have begun to refocus my efforts toward nurturing them. For example, in response to the changing demands of work and community life in the 21 st century, reform and restructuring initiatives are focusing on students' understanding and use of their own learning rather than whether or not they can recall information during scheduled testing events. Employers and community leaders want citizens that are active learners and collaborators as well as individuals that possess the personal confidence and ability to contribute to a changing society (*e.g.*, Carnevale, Gainer and Meltzer, 1990).

As a consequence, teachers at all levels of schooling are trying to re-think the curriculum. From trying to cover a large number of subjects and "facts" to exploring a smaller number of topics of interest and relevance to students in more depth, teachers are looking for ways to help students not only acquire some essential information and capacities, but more importantly, to help them develop habits of learning that will serve them long after formal schooling ends (*e.g.*, Conley, 1993; Fogarty, 1991; Brooks and Brooks, 1993; Noddings, 1993; Sizer, 1992; Wiggens, 1989). An important aspect of this curriculum shift is that not all students will learn exactly the same things even within the same lesson or activity.

These changes in general education are being pursued because of increasing social complexity and student diversity. Educators are less and less confident that learning one standard, "official" curriculum will help students achieve the kind of competence they need to lead satisfactory lives. More and more educators are concerned not so much that some bit of knowledge content was learned, but rather that students use their learning in ways that make a difference in their lives outside school. One difficulty in making this happen day to day in classrooms is that students bring all manner of differences to the learning event that teachers must take into consideration. These include different abilities, of course, but also different interests, different family lifestyles and preferences about schools and learning. Students' linguistic backgrounds, socio-economic status and cultural heritage must also be considered as part of curriculum and teaching decisions. Finally, some students have different ways of thinking and knowing -- sometimes emphasising language, sometimes motor learning, or artistic intelligence, to name just three -- that can aid learning if teachers design experiences that draw out and use these various "intelligences" (Armstrong, 1994; Gardner, 1993; Leinhardt, 1992; Noddings, 1993).

To general education teachers, experimenting with these kinds of curriculum and teaching reforms, students with official disabilities become a difference in degree rather than type. Tailoring the learning event for them might require different adjustments, or more supports than for some other students. The essential process remains the same for all, achieving more, and more varied, learning outcomes for all students. Fears of "watering down" the official curriculum only remain for those classrooms that have not responded to the need for more systemic curriculum and teaching reform. Classrooms and teachers seriously engaged in preparing students for the future have already expanded and enriched the curriculum to respond both to the demands for broader student outcomes and to the different interests, purposes and abilities of each student.

A new inclusion initiative

These are just a few of the ongoing discussions within general education. There are many more. Some, like the pressure to articulate new state and national standards and benchmarks, are less clearly supportive of student diversity. Reform initiatives are emerging from all parts of the system -- from the efforts of small groups of teachers to state and federal policy makers. Often these various pressures for change contradict each other, but in the end all will have to be accommodated, understood and transformed into a single whole. Changing schools at all, never mind actually improving them, is an extraordinarily complex task.

Yet we run a great risk that all of this energy in general education, like our successive efforts in special education, will ultimately change very little. We need to avoid Cuban's (1984) assessment that "successive waves of educational reform are like storms that create violent waves on the surface but cause barely a ripple in the depths". My own efforts to achieve a more systemic change have led me to advocate for my own definition of inclusion:

> *Inclusion is a process of meshing general and special education reform initiatives and strategies in order to achieve a unified system of public education that incorporates all children and youth as active, fully participating members of the school community, that views diversity as the and that achieves a high quality education for each student by assuring meaningful effective teaching, and necessary supports for each student.*

As I and others who share this broader understanding work to create genuinely inclusive schools, we will be encouraging people throughout schools to change in three directions. The first involves the shift away from organising and structuring schools according to ability toward a structure that begins with student diversity and creates many different ways of organising students for learning. This shift will also require teachers with different abilities and talents to work together to create a wide array of learning opportunities (Darling-Hammond, 1993; Oakes and Lipton, 1992; Noddings, 1993; Skrtic, 1991).

The second shift involves moving away from teaching approaches that emphasise the teacher as disseminator of content and require students only to retain that content, to approaches that emphasise the role of the learner as well as the teacher in creating knowledge, competence, and ability that is useful, used, and leads children and youth to seek the answers to more questions. There is a good deal of literature that seeks to blend together various theories of teaching and learning into a flexible and creative approach to the design of teaching and the pursuit of learning in this way. The strength of these approaches is that they begin with an appreciation of student difference that can be stretched comfortably to incorporate the differences of disability as well as much of the effective teaching technology created by special educators (Conley, 1993; Fogarty, 1991; Brooks and Brooks, 1993; Noddings, 1993; Sizer, 1992; Wiggens, 1989).

The third shift involves re-conceptualising what schools do for individual students from providing an educational service, to providing educational supports for learning. This shift occurs naturally as a consequence of the changes in teaching demanded by diversity. Valuing diversity and difference, rather than trying to change or diminish it so that everyone fits into some ideal of similarity, leads to the realisation that we can support children and youth to be active members of their communities now. The opportunity to participate in life no longer must wait until some standard of "normalcy" or similarity is reached through our efforts to "fix" or "minimise" deficits. Support also encourages a shift from viewing difference or disability in terms of individual limitations to a focus on environmental constraints. Perhaps the most important feature of support as a concept for schooling is that it is grounded in the perspective of the person receiving it, not the person providing it (Ferguson, Hibbard *et al.*, 1990; Smull and Bellamy, 1991).

Are our reforms systemic enough? I think not yet. Our real challenge is to create schools in which our day to day efforts no longer assume that a particular text, activity, or teaching mode will "work" to support any particular student's Learning. Instead we must construct and adopt the new assumptions that will create a new reality of reinvented inclusive schools where a constant conversation between students and teachers, school personnel, families, and community members, to construct learning, document accomplishments and adjust supports.

CREATING TOMORROW'S SCHOOLS TODAY

Stories of Inclusion, Change, and Renewal

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1996

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CHAPTER 4

Creating Together the Tools to Reinvent Schools: A School/University Partnership

Dianne L. Ferguson and Gwen Meyer

Like a lot of partnerships, we don't remember exactly when this one formed. Probably it grew slowly over time from a small agreement to something much more complicated and multifaceted. We are on the faculty at the University of Oregon (as an associate professor and a research assistant). Three years ago Dianne stood next to the overhead projector in a fifth-grade classroom at South Valley Elementary School to invite the faculty to participate in an ongoing research project.

Funded by the U.S. Department of Education, the project was in its third year of investigating ways to facilitate the inclusion of students with severe disabilities in general education classrooms. There were several strands to this rather large project, which already included 15 different schools. Some efforts focused on careful measurement of teachers' use of a set of procedures for making decisions about how students with disabilities might be included, what they might learn that related to their Individual Education Plans, and what happened to students' learning and social relationships when teachers used these strategies and tools.

The focus of the study we invited South Valley to join was much more open ended. We wanted to know "what happened" when schools included students with severe disabilities who had previously attended school elsewhere. We asked the South Valley faculty if we could spend time informally visiting their classrooms and talking to them about events. Our interpretivist research project sought to understand rather than to prescribe. We explained that we would talk to people about things we noticed, interview everyone

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who was willing to give us time, and ask what people thought about how things were proceeding. In fact, we promised to write an account of what we saw over the course of the year and share it with faculty and staff the following summer. We also offered to help when asked, but made it clear that our help was not a condition and our ideas could be safely ignored or rejected. We promised as much discretion, fairness, and open-mindedness as we could muster.

The invitation must have been reassuring, perhaps even complimentary, or maybe just nonthreatening and easy to accommodate. In any case, the faculty and staff agreed to allow three of us to begin visiting, watching, and listening to what happened when South Valley became the first school in the district to "take back" students with severe disabilities. Keith Noble, South Valley's principal, viewed our proposal as a way to gather the information he needed to report the results of a state-funded school improvement project already underway at South Valley as well as to collect information on this new effort to "include" students previously excluded from Green River School District classrooms. Both initiatives were supported by a state 2020 Grant for school improvement.

What none of us realized was that understanding "what happened" at South Valley would take longer than one school year and would change much more than what happened to a small number of students with disabilities. We didn't write the promised case study in the summer of 1992; somehow we didn't know enough. We had had many discussions about the pages and pages of fieldnotes and interview transcripts we had collected, but what it all signified still eluded us. So we kept visiting, watching, and listening. Our connections grew more varied, and our roles changed gradually. We visited first as researchers, but soon after as practicum instructors supporting student teachers from our graduate teacher preparation program. As educators who might have some useful ideas, we were invited to planning meetings about students and projects. We invited South Valley teachers to our university classrooms to help us teach our aspiring student teachers. Our relationships with South Valley and its faculty changed and changed us. Our fieldnotes and interview transcripts were being supplemented by meeting minutes, practicum instructor observations, cooperating teacher observations, graduate student portfolios and assignments, lecture notes, classroom activities, course evaluations, and many, many conversations both among ourselves and with various personnel at South Valley. This chapter represents our effort to organize and analyze these various records into a chronicle that captures the changes in ourselves, in the school, and in what we are trying to accomplish collectively. Of course, three years is hard to capture in a single essay. We emphasize a few stories and events that seemed, then and now, to be formative and instructive for all of us. Perhaps they will be for you as well.

THE PARTNERS

South Valley Elementary School

With a student population of nearly 500, South Valley Elementary School is the largest of the five elementary schools in Green River School District. The District serves mostly small agricultural and logging communities, of which Salmon Lake is the largest. The flagging of the timber industry continues to threaten the economic base of this eastern edge of the southern Cooper Valley. The year South Valley was completed, *Newsweek* featured Green River School District as one of the first in the nation to close schools because of lack of funds. Always a fiscally conservative community, not a single school levy had passed on the first attempt since 1912 and, in 1976—the year that South Valley opened—there was simply no reserve to keep the schools operating from before Christmas until the levy finally passed in January.

South Valley began with the faculty from three recently closed rural schools and by the early 1980s had earned a reputation as a "tough" school where student discipline was a problem and the members of the faculty were, as a group, somewhat unfocused and not well organized. One teacher who remembered those early days reported that when she was transferred to South Valley, she cried for three days.

When Keith Noble arrived as the new principal in 1987, he found that, although the staff was accustomed to weekly faculty meetings, and a few small groups of teachers met together for planning at other times, there was really no cohesiveness among the faculty as a larger group. The last two principals had served for one and two years, respectively, which compounded South Valley's problems and clouded its image with inconsistent leadership. Although recently, some strides had been made, some faculty members felt that the safety and productivity of everyone continued to be threatened by the lack of discipline and that more than a few parents enrolled their children in the school reluctantly. Teachers also remember that the staff at South Valley was ready for a change, and some of the teaching staff were excited about the possibility of reform or restructuring in response to a growing state interest in creating 21st Century Schools. One of the first whole-school efforts was to work with faculty from the University of Oregon to address the school's discipline problems.

By the time we began to get involved with South Valley, four years later, a lot had changed. Under Principal Noble's leadership and the growing leadership of the new school Site Council, South Valley had received three consecutive school improvement grants. This participation in the Oregon Department of Education's 2020 Program provided the resources to turn around

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he "tough school" reputation, thus creating a newly positive and increasingly supportive climate for both students and staff. Soon after, teachers organized into grade teams and began to meet regularly. By 1989, teachers were shifting their school improvement efforts from managing student behavior to thinking about changes in curriculum design and teaching practices that might result in better student learning.

Of course, not all the faculty felt comfortable with some of the changing norms, and a number of teachers transferred to other schools or opted for early retirement. As replacements were hired, the median age of the faculty dropped, further changing the overall climate of the school community and generally increasing the incidence of pregnancies, request for job shares, and family leaves.

Over the course of the next three years, a substantial number of changes occurred in school structures, the culture of teacher work, and the number and types of curriculum and teaching experiments. The following list summarizes South Valley's efforts by the spring of 1990, when a new set of changes involving students with disabilities brought the school to our attention.

Emerging Reforms

- Chapter 1 Elementary and Secondary Education Act services merged into general education classrooms.
- Chapter 1 teachers were replaced with more educational assistants.
- Two educational assistants were assigned to each grade team.
- Additional time was generated so assistants meet weekly with teacher teams.
- The Site Council, originally formed in 1988, began to manage more and more school operations and decisions.
- Pupil Assistance Team met to problem-solve with teachers about challenging students.
- There was more involvement in community issues and projects by school faculty and students.
- Kindergarten teachers experimented with "developmentally appropriate practices."
- Curriculum–teaching experiments by Grade 1 team began in response to new group of kindergarten graduates.
- Some teachers combined classrooms and team-teaching units.
- Discussion took place about creating some "schools-within-school," using nongraded and mixed-age–ability groupings.
- Discussion arose about including parents on curriculum committees.
- Exploring new student assessment options was discussed.

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Summer 1990 initiatives. Prior to fall 1990, students eligible for special education services in Salmon Lake received support in one of three ways. Students with learning difficulties were typically "pulled out" to Learning Resource Centers (LRCs). South Valley's LRC, for example, staffed by 2 full-time special educators and 2 educational assistants, provided this kind of out-of-classroom remediation for about 65 students in a typical week. Students with moderate and severe disabilities, as we've already mentioned, were bused to a self-contained classroom in a nearby city that was operated by an Education Service District (ESD). At least, this had become the practice soon after the passage in 1975 of the Education for All Handicapped Children Act (EHA). Initially, the district tried to assign these more disabled students to South Valley, the largest and newest elementary school, with what seemed at the time the most appropriate facilities and resources. Efforts to "mainstream" a few more significantly disabled students had been unsuccessful. Teachers who recalled the stories reported that, although faculty had been generally supportive of the idea, there was little assistance and support and teachers felt unprepared and inadequate.

Students from Green River District with "mild" disabilities, who were not considered "learning disabled," had for some years attended a self-contained district classroom housed at South Valley. The teacher, two educational assistants, and the small group of students had kept to themselves over the years; the staff reported to the district special education supervisor, but did not really involve themselves in the life of the school or its changes. During the middle 1980s, the teacher had tried, with only limited success, to secure involvement of these Room 3 students in field trips and other essentially "social" events.

A new superintendent during the 1989–90 year had brought a number of new central office staff and initiatives to Green River. One of these was a commitment to making Green River one of the first Oregon districts to respond to growing calls for school reform and restructuring, formalized in the 1991, Education Act for the 21st Century (1991, House Bill 3565). Within special education, the Oregon Department of Education identified the implementation of supported education as one of seven major goals in the state plan. This initiative called for local school districts to move away from a separate, segregated system of special education service delivery toward a flexible and creative array of supportive education services that would provide free appropriate public education to students with disabilities in their home schools and communities.

School year 1990–91 initiatives. During the 1990–91 school year, the district created a supported education leadership team, the members of which attended three 2-day workshops in Portland, sponsored by the Oregon Department of Education. One of the South Valley teachers was on this team. In addition, the district sent a team of educators to a summer institute focused on inclusion in Montreal, Canada.

South Valley's 2020 Grant of 1991 included specific objectives aimed at integrating special education students into general education classrooms as well as objectives concerning improved teacher collaboration to accomplish this and other initiatives. The students everyone envisioned integrating, however, were the students currently being "pulled out" to the resource center and maybe some of those from Room 3—eventually. No one really anticipated the swift and dramatic changes that would bring students with quite significant disabilities into South Valley's general education classrooms even before the resource room students returned from pull-out.

During spring 1991, Green River District officials decided to stop sending elementary-age students with moderate and severe disabilities out of district. Instead, beginning in the fall, one student at a time would return to South Valley's Room 3. While South Valley was not the neighborhood school for all these returning students, its history as the district "special education school" led to the choice of Room 3 as the first stop on the students' educational journey toward inclusion.

Concerned about these new demands on Room 3 staff, Noble engineered the departure of the teacher in order to hire one with specific expertise in teaching students with the more severe disabilities. The district special education supervisor, who doubled as the principal of a neighboring elementary school, approached us, inquiring about new graduates from the teacher preparation program who might be prepared for the challenge of taking on Room 3—and then trying to retire it by helping other teachers to include these students in their classrooms. Later that summer, the new Room 3 teacher we had recommended, Joni Fox, Educational Assistants Meg Adams and Lucy Balter, Principal–Special Education Supervisor Art Duffy, new Special Education Supervisor–elect Kelly Jenkins, and Grade 4 teacher, Beth Gibson, who had all agreed to "include" the first returning student, participated in a 3-day summer institute on inclusion offered by the Schools Projects, our program at the University of Oregon. None of the remaining special education staff at South Valley attended or seemed involved in the "supported education" project.

Schools Projects, University of Oregon

The small group of faculty that comprise the Schools Projects had been active since 1985, developing ideas and materials to support improved educational experiences for students with severe disabilities. This focus on people with severe disabilities is a long-standing one at the University of Oregon and has generated research and development activity directed toward a range of community issues, including employment, community living, and the experiences of families, in addition to schools and education.

In 1991, we were in the middle of our research project on inclusion. We had also just initiated a new project that would offer summer institutes to assist teachers in forming ongoing work groups to implement ideas about and strategies for the inclusion of students with disabilities. We also took responsibility for coordinating the University's master's degree and certification programs within the Division of Special Education and Rehabilitation.

Most important here is the fact that everyone at the Schools Projects was a special educator. Our values and ideas regarding inclusion of students with disabilities emerged from our experiences as teachers and, for Dianne Ferguson, as a parent of a son with severe disabilities. Our research, by that summer, was forcing us to ask some new questions. We realized that effecting inclusion of students with severe disabilities would be complex, but our special education backgrounds had not helped us to anticipate the breadth and depth of that complexity.

Throughout the schools participating in our research, we were noticing a common phenomenon (discussed in Chapter 1) that we came to call "bubble kids," or "velcro kids." In more than a few classrooms where students with severe disabilities were "included" they still seemed set apart—immediately recognizable as different—not so much because of any particular individually identifiable impairment or disability, but because they were doing different things from the other students, using different "stuff," often working with different people. Too often students who seemed to have joined were not really included as members of the classroom.

We needed to understand better why this was happening. Our experience with the team from South Valley at our Summer Institute on Inclusion prompted us to seek their participation in our study. We reasoned that their new effort to include students previously sent out-of-district would provide a rare opportunity to watch and understand what happened from the beginning. Would students join or become members? Would there be "bubbles"? If there were, could we understand why? Could we draw people's attention to them and burst them?

Creating Together

Now, three years later, much has changed, both at South Valley and at the Schools Projects. We next describe these changes in terms of achievements and lessons, struggles and supports. Finally, we hope we can draw a portrait of a partnership between a school and one of its many resources (which happens to be a university program). Together the partners are not only working to build an elementary school whose mission statement is becoming more reality than vision, but their collaborative efforts are also broadening the knowledge of the university faculty and providing inspiration for the creation of new projects that are even more comprehensive in vision and scope.

We think many schools face the challenges, make the mistakes, and achieve the successes of South Valley, though not all have exactly the same resources or do it in the same way. Although they speak with pride about the changes that have occurred at their school over the past three years, the faculty would tell you that reinventing the school has not been easy. They will also tell you, with humility, that they don't have it all figured out yet and that it is still a work in progress. Still, we think South Valley's faculty have much to teach others. For three years they have not lost sight of their vision as they struggled to assume the new responsibilities of teaching and leadership, even at times when it has appeared that they might never achieve it.

We have organized our portrait into three snapshots, each one capturing one of the three years. Each depicts the main events, struggles, and lessons from that year, and is summarized by a phrase drawn from South Valley's mission statement: "Creating together the tools to build our dreams: Respecting Diversity, Realizing Potential, Building Futures."

YEAR 1: RESPECTING DIVERSITY

Joni Fox began her new job with six students who had attended Room 3 the year before, and Crystal, the first returning student. Before school had even began, all seven students were reassigned to five different classrooms. One of the Grade 3 and one of the Grade 5 teachers (Teresa Lester and Mary R. Crane) took two students each. Crystal, the first of the more "severe" students to return, was assigned to Beth Gibson's Grade 4 class.

Asta Thorsdottir, one of our new master's program students, had been teaching elementary grades in Iceland for more than 15 years and wanted to learn about including students with all kinds of disabilities. She was the first general educator we had ever admitted to our special education master's degree program. At least we thought of her that way. Asta had also completed a graduate certificate in special education in Iceland, but had worked far longer as a "regular" grade teacher.

It was an eventful year. Joni had worked for many years for a variety of disability-related organizations, but this was her initiation as a classroom teacher. Asta was shy about speaking English, certain she had a lot to learn, and not sure if her experiences as a teacher would help or hinder her efforts.

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Kelly Jenkins and Art Duffy wanted the supported education project to succeed. It had taken a lot of talking and learning to get to the point of "bringing students back." It had to succeed. Changing Room 3 was only one of several ventures being launched at the school. We were anxious to help and document whatever happened in Room 3, certain that we would learn things that might help other schools follow the same path toward including students with disabilities.

False Start

The plan was to reintroduce students slowly. As each student's transition and adjustment to the new school was successful, more students would follow. As South Valley's staff demonstrated that the district could provide appropriate schooling for students with special learning needs, a new set of transitions could begin from South Valley to the students' neighborhood schools.

Even though they knew little about Crystal, Joni and Beth worked closely together. They involved her at the beginning of the day for community circle, "Where we all get together, talk, and get the day started as a community." Crystal also joined writer's workshop, recesses, physical education, lunch, and music. In the beginning, things went well. Beth reported: "Crystal was able to work with assistance really well—doing what the rest of the class was doing. She watched and really wanted to do exactly what everybody else was doing. We were all learning together." During the second week of school, however, Crystal began to present some challenges. Beth provided this interpretation: "Crystal didn't have the background information that the other kids brought as far as experiences, or she didn't remember or want to talk about them. So writing broke down and her behaviors started. She would spit and hit as she walked through the room."

The troubling behaviors occurred in other parts of the building as well. Due to his concern about the safety of other students, the stress teachers were experiencing, property damage, and the success of the Room 3 project, Keith called a meeting to rethink Crystal's assignment to South Valley. Joni, although stressed and frustrated, was determined not to "give up on Crystal" and planned to try some "heavy-duty advocacy" to secure additional resources.

Not all the teachers at the meeting had experienced Crystal's most challenging behaviors, yet all joined in the brainstorming discussion that resulted in a decision to hire a third classroom assistant for Room 3 the very next morning. Joni also identified some university faculty who could help in developing a more focused behavior support plan. Crystal's mother, who was not at the meeting, was concerned about Crystal's behavior, but was relieved to learn that staff seemed willing to keep trying.

Two weeks later, nothing had really changed except that frustrations and emotions were running higher. A second, "pre-IEP" meeting was scheduled and began with Joni reporting: "We've tried everything and I'm at my rope's end. I don't know what else to do." Although she said that "as a professional and a teacher," she was still "not ready to give up," her conflicting feelings were quite evident when shortly afterwards she also said: "I hate to give up on this kid, but personally I and my staff are tired and don't want to be spit on anymore." She offered an even longer list of additional supports and resources that she wanted to have put in place. Keith heard the conflicting emotions and spoke to the "big picture," saying, "The most successful place for Crystal isn't here. A more restrictive setting would give her the structure she needs." Discussion ensued, ending when Art called for a roll call vote. Six of the staff voted for Crystal to stay. Joni was "on the fence," and Keith thought Crystal should return to special education. Last to speak, Art declared, "She should go back to Ducktown. We're not emotionally ready for her." His declaration, although it didn't coincide with the vote count, was restated as the "decision of the team."

After Crystal's departure, no one felt good about the experience, because all of them had really tried to make it work. But in the end, Crystal had failed at South Valley, and South Valley had failed Crystal. Crystal's mother was upset and angry that a new placement decision was made without her.

Recovering from False Starts

We all spent the two weeks after Crystal left trying to figure out what had happened and why. The various explanations that emerged seemed not only to renew the group's conviction, but also to provide some needed focus, especially around how things might be handled differently, who was in charge, and what they were really trying to accomplish.

How could we do this better? It didn't take long for the group to realize that Crystal's transition to South Valley could have been handled differently. Perhaps if Noble and the teachers had met Crystal the previous spring, it would have helped them to anticipate what kinds of capacities and resources they would need. More than one person pointed to lack of information and communication about Crystal and her needs as a major problem. In retrospect, it was clear that they had needed more time, more rapport-building, more structure, and more sensitivity and familiarity.

What are we really trying to do? Although Green River's central administration supported bringing students back home, there was no clear policy that students living in the district would go to school in the district. The long history of sending certain kinds of students away was not really replaced by a firm decision to bring back all previously exported students. The decision to send Crystal back had been possible in part because the option remained open. Crystal had never been a student in the district—she was an experiment. Crystal had a reputation and a history as an *out-of-district* student. Even when she returned, she was a "district-class student" earning her way back to her neighborhood school. Because she was a child without a school, the old assumptions and mechanisms remained available. It was a sobering realization. What were they really trying to do? Bring back students with severe disabilities? Build the capacity of the district to educate all students by letting South Valley remain "the special education school," or somehow help all the schools in the district manage a wider range of different students? The supported education project remained fuzzy.

Who's in charge here? It was becoming evident that there was really no clear leader for the supported education project and no mutual understanding about who was in charge of making decisions. Should the special education supervisor or the principal make decisions regarding Room 3? Were there different types of decisions that should be made by groups of people? This was going to be harder than they thought. Roles would change, and people would have to make decisions others had made in the past. Everyone would have to learn things that had simply not been part of their job descriptions. The definitions of roles, responsibilities, "ownership," and "support" would continue to change for the rest of the year and into the next. Three things about that first year stand out now as characterizing both the struggles and the accomplishments: Joni's lone crusadership, a small, quiet resistance that led to systemic inclusion, and the faculty's capacity to rise to repeated challenges.

Joni's lone crusadership. As soon as Crystal left, Joni threw herself into making sure Room 3's remaining students spent as much time as possible in their assigned general education classrooms. She and her two assistants swept through the school, crusading to "transform Room 3," to create "whole-building change, to have an impact on the whole district about how special education should be done." By the end of the year, the project had gained seven more students, each of whom was more severely disabled than any student who had previously attended South Valley, and all were assigned to general education classrooms.

Joni was a promoter and change agent in her own mind and in all her actions at South Valley. She personalized the district decision to "bring back kids" into a day-to-day crusade to "change attitudes" and to promote the images of her students. For a first-year schoolteacher, even an experienced

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educator like Joni, the task set by the district's new commitment was formidable and frightening. She was, in her own words, "petrified" in the beginning. Some, like Keith and Kelly, encouraged her to take a slow careful approach; but Joni was both eager and ambitious. In the end, she did everything at once, calling this "a comprehensive approach." She was concerned about building a good relationship with teachers, interested in laying a careful foundation so that the more severely disabled students to come would not "blow everybody out of the water," and absolutely committed to providing teachers whatever supports they wanted: "The support will be there if the teacher is feeling she needs it, and I will do everything within my physical capabilities to provide that support, . . . because I think actions really do speak much louder than words, and through our actions we've done a lot of education of these teachers."

Her efforts took a toll, though, and she was often tired, frustrated, anxious, and confused. Of course, Joni wasn't the sole provider of support. She managed, over the year, a growing staff of classroom assistants, assigned and orchestrated to be at just the right place at just the right time so that teachers received the "support" required to make it possible for her supported education students to be present and involved.

The scheduling complexity grew as the year progressed, requiring masterful planning and management. In part this responsibility rested solely with Joni, because she was always working with *her* students and *her* staff to effect a change in how "special education was delivered" in Green River. Within the first few weeks of school she became a *teacher without a classroom*, as her students moved out into general education classes, plying her teaching skills almost everywhere but Room 3. While she sought to collaborate and influence all levels of the system, from individual classroom teachers to building and district administrators and school board councils, she also struggled to become a *member* of any team, at least until near the end of her tenure.

Joni and the existing resource room staff never joined forces, which created a good deal of confusion for others in the school. Why, for example, should Joni's students be included during difficult academic lessons when even more able, but still needy students, were being accommodated in the Learning Resource Center? If seemingly more able students needed to leave the classroom for necessary learning supports, and Joni's students did not, did that mean they were not learning? Who was this special educator with the message and approach completely different from all the special educators South Valley had known so far? For their part, the LRC staff simply continued on their way, not particularly objecting to her activities, but not seeking to pull her into the existing special education team either. The contrast in teaching philosophy and style was more obvious, and obviously confusing, to the classroom teachers.

Joni devoted herself completely to her teaching and her mission at South Valley, often working long days, into the evenings and over weekends. She faced issues with energy and passion, though some would say, not always with tact and grace. Nevertheless, her uncompromising commitment to being the consummate *teacher without a classroom* created for others a context in which to question and learn just how to become teachers for these more diverse students. Her vision, commitment, and mission never faltered during her time at South Valley, even when challenged. In her words:

> I felt that I had been given this mission and I packed up my suitcase and I've been traveling this journey with the teachers at the school and with the parents and the kids and with my staff, and we've reached our destination, so to speak, of having the kids integrated. Now I'm looking back saying, "Well, what happened to the administrators and the support that needs to go along with this?"

"Support" for Joni meant, and continued to mean, more classroom assistants to be with *her* students in their general education classrooms. She was teaching South Valley's faculty that *person* support was the most critical variable in successful integration and inclusion. And many of the staff learned this lesson well. By March, teachers were enthusiastic about Joni's approach to support—at least most of them. One of the Grade 5 teachers reported that:

> I have had a really, really lot of success. I've had Mark and Jane. They've done really fantastically. . . really grown this year. It would not have been possible without the support from Room 3. Besides Mark and Jane, Pat Fredrick and Meg Vaughn [Joni's classroom assistants] have worked with five of my really low spellers and got them excited, working hard, and trying to do well. It's been really successful for my whole class.

Another teacher said, "It's been a great success. I definitely believe in this." A second-grade teacher found that her three students "worked magic in my room. It's hard for me to share the stories and the things that have happened. It's been wonderful." A third-grade teacher, just beginning to receive Room 3 students, decided:

> I'm the enrichment program for the third grade, and I just have to say I can't think of a better enrichment experience than the kids in the room. It's just wonderful. We're still at the stage where everybody is real helpful. I've never done this before, but somebody is always there when I need it. The transition into the room—the kids were really ready, really excited. The support's always been there.

Only one small voice reported a slightly different message. During the same meeting, Molly Nagel reported:

> Heidi functions so well. She doesn't really need to have somebody with her every minute. Whoever is in the room is taking groups and helping everybody. It's not like anyone's there helping Heidi. I almost feel guilty sometimes because I'm getting extra help. The model that we're using with Heidi is just that she's doing what we're doing, and that works.

A small, quiet resistance. Heidi had been in kindergarten last year, but spent most of her time in Room 3. This year she was assigned to Molly's first-grade classroom. On the first day of school, she spent one hour in Room 3 and never came back. But Molly had not felt prepared. She was operating on the same assumptions everyone held:

> "I'm happy to have her in my room for the socialization, . . . but I can't promise you that she's going to be able to read at the end of the year. . . ." I guess I didn't feel as responsible then. I felt like, "You guys are the special ed people. It's your job and if you decide that she's really not learning what she needs to be learning this year, then I trust that you're going to come in here and take her out and teach her, but it's fine with me if she's in here." That was my attitude at the beginning of the year.

What helped Molly change her attitude was her collaboration with Asta Thorsdottir, our Icelandic master's student, whose practicum involved helping to support Heidi at the beginning of the year. In her first days of helping in the classroom, Asta began to be concerned about the support the EA was providing:

> The assistant was sitting next to her, even supporting her arms and hands and telling her what to do . . . and trying to get her to look like all the other kids. In the very beginning I felt that this didn't look right. It looked so different from what all the other kids were getting. [I thought] Heidi was getting frustrated. . . . She didn't do the things she was supposed to do. She was hitting the assistant. When I was watching, I thought to myself, "She doesn't want all this support. She wants to do it by herself. She has a strong will."

Asta kept these feelings to herself for awhile, but eventually jumped into a conversation between Joni and Heidi's EA. "I just jumped in and said, 'I think she doesn't want this support.'" Asta's challenge created some tense times for the next few weeks. Joni and the EA were worried that things weren't working out well for Heidi and decided that they would pull her back to Room 3. Asta and Molly realized that they had been thinking the same things. Molly remembers:

> My style of working with [Heidi] was not as demanding, not as forceful —a little bit more letting her guide and show me what she could do. The EA was guiding her, not giving her much power. I think Asta can work beautifully with her because her teaching naturally follows [the child]. But if you think of her as this little special ed child that you have to control and boss and tell her what to do and keep her on task, she's going to get real stubborn, and you're not going to get much out of her.

Molly and Asta designed a different support plan that used the EA less and permitted Heidi more flexibility. Together they watched her begin to work and learn. She began to "look so different! Happier! . . . She was writing, working, sharing her journal with the other kids." Heidi mastered all the objectives on her IEP and more. She learned to write more than her name, not just to copy letters and numbers but write them in dates and little sentences. Molly was "blown away a lot of the time" about how well Heidi learned.

Asta realized that her years of experience as an elementary school teacher served her better with Heidi than she had expected, and better even than some of the special education she had learned in her undergraduate education program. By sharing their thinking and experience, Asta and Molly learned together that, as Asta said, "Heidi is not different. She's just like the other kids. We have to find out for each one what it is they need. Some of them are really easy and it takes you just a day to find out, [but] some of them are really tough." Molly added:

> If I hadn't had Asta in the room, I would not be nearly as far as I am. She and I have the same sense about how to deal with children and to have somebody else in the room that you can bounce ideas around with has just been really wonderful. I don't think I would have been brave enough to do some of the things that I've done if I hadn't had somebody I respected to [confirm] what I was thinking and seeing. A lot of the other teachers in the building are wanting and getting more support—more EAs or Joni in the room—helping out with the children or working one-on-one with that particular child. The other teachers have found that to be very helpful, but in my classroom it was detrimental. Heidi wanted me to be her teacher, and it was annoying Heidi to have somebody else bossing her around. It was annoying to me to have someone else talking in the room when [the class was] trying to listen to me and to have the

> two of them fighting over whether or not she was going to do what she wanted to do. It was very frustrating for the EA, because she felt like she wasn't getting any respect. [But] I didn't really know how to say to her, "I'm the teacher here. I want you to do it the way I'm doing it."

The Schools Projects staff was learning some important things about inclusion along with Molly, Heidi, Asta, and Joni; but it would be well into the next year before any of us were really able to articulate these lessons.

Joni couldn't expect that Molly's willingness to take over being Heidi's teacher would be the general response from other classroom teachers, and she also felt the need to "take ownership as the special ed teacher," because it was her understanding that she was the one finally accountable to the system for Heidi's learning. What we could only see, from hindsight, was that two systems were meeting each other head on, and tension was a symptom of the beginning of a shift in thinking and practice for the general educators and for Joni and her staff. They were involved together in creating something new.

Molly started to see some of the special education practices—now so much more visible in so many more classrooms—as somehow keeping children dependent, teaching them to wait for adult direction rather than taking responsibility for some of their own learning. Other classroom teachers, assuming that "only the special educators knew how to work with these kids," or because of discomfort with what was so unfamiliar, were delighted to have Joni take primary responsibility for "her" students when they were in their classrooms. In these classrooms, Joni and her EAs did a remarkable job of supporting the teachers, helping with both designing and teaching lessons, until teachers felt more comfortable. An interesting twist was that this was also the first time any of Joni's EAs had worked with students with significant disabilities, and, in a few short months, their job had evolved from becoming familiar with the students themselves and learning how to support them to "letting them go." As time passed, they realized that the students should have a chance to be more independent some of the time: "Every minute doesn't have to be supported or supervised." They made a point of working with all students in the class instead of just the "supported education" students.

Rising to repeated challenges. Between New Year's Day and March, Joni had absorbed three students, but now three more were due, bringing her total to a dozen. She was working with three tightly orchestrated EAs. The three new students, all significantly more disabled than any before, were creating a good deal of anxiety, maybe because people were recalling their experience with Crystal. This time, however, some of the teachers had met the students and each student had come to visit several times. Fox was feeling the full responsibility for twelve students—without additional assistants. She worried about her EAs not having time for planning, or even lunch, and she was already working overtime: "I mean, I have three EAs who work six hours each. I have twelve kids, some of whom need six-and-a-half hours of support a day, and they are in eight different locations. It's a phenomenal task to take on. . . ."

On the second day after the arrival of the new students, while Joni and her staff were meeting with Assistant Principal Phil Bowers to discuss their problems, Joni's worst nightmare—what she had worked all year to avoid—happened:

> I sent Cindy [one of the new students] down to homeroom without support because I just wasn't thinking clearly. I messed up big time and I'm really sorry because Cindy was inappropriate. She was banging on the piano and it was very disruptive. This is every teacher's fear: that you're going to get kids that you don't know what to do with thrown [into your room] with no support.

The arrival of Cindy, Eliot, and Amy pressed everyone, not so much to do more with less, as to do something completely differently. Joni's model had reached its limit. "There were cost concerns," along with concerns for the level of stress, the need for some peacefulness, and an ending to the year. The supported ed teachers, Joni, Phil, and Keith met again. Joni felt more was being expected of her than the other teachers. Others may have felt the need to calm the situation. Still others may have begun to realize that they didn't need as much of Joni, her approach, and her staff as they had thought. "People started coming up with answers." Kim Black (the speech therapist) agreed to support several students on Wednesdays for a half-hour block. Phil agreed to support Marcie Graves in the morning for reading—a whole hour—as well as for the 40-minute-lunch for Cindy and Eliot. The crisis abated as others took on Joni's self-assumed tasks. To her, it reflected "how far they had come" in accepting her ideas about inclusion. To some it might just have been a way to get through the rest of the year with a little less drama and tension. Regardless of motives, everyone rose to the challenge of three new, even more disabled students in a way that would have been impossible six months earlier. Their experiences thus far had emboldened them.

The year wound down. Joni did less—"letting some things slide," such as being in teachers' classrooms and collecting data and managing some of the logistical details that others, especially Phil, picked up. And there continued to be new issues and projects: getting Amy on the "regular" bus and, with the PE teacher, creating a swimming program that could accommodate

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the supported ed students with the assistance of peer buddies, so they wouldn't have to retreat to a "disabled swimming" program. On the whole, everyone felt good about the success of the project.

What stood out for us at the end of the year was the small, quiet voice of Molly. Her words had something to teach us and her colleagues, but it would take most of the next year for all of us to realize the implications of her words when we asked her what she would say to other teachers:

> I really think that you need to give yourself and the child a little bit of time—just to let the child be in your room . . . see what's going on . . . get used to things. . . . I think that we tend to get these kids and we're all afraid of them. We just want to control them and make them sit still and be quiet, and we don't really know what to make them do. We cannot have support plans written in stone. Give us a month. Give us two months to figure out what we're doing. I would say, "Expect more than you expected. They can do more a lot of the time, if you just kind of give them the opportunity."

YEAR 2: REALIZING POTENTIAL

Year 2 was to bring quite significant changes for all of us. The year became one that explored new roles for university staff at South Valley, saw the faculty there take on more and more responsibility regarding both general and special education reforms, and resulted in some momentous decisions when South Valley was faced with significant staff cutbacks.

Efforts to "Build Capacity for Change"

At the Schools Projects, we were impressed and overwhelmed with what had occurred in just a year at South Valley. Looking so closely at the school's efforts validated and extended much of the data we had collected over the previous 2 years from 16 other schools. It also clarified our direction.

Most of our other experiences in schools had really centered on the perspectives of special educators. Our access had always been through the teachers of self-contained classrooms who were trying to move out into the school. What was different about this experience was our initial appeal to South Valley's full faculty. Though none of us realized it at the time, it was a critical shift in our own actions and thinking. It committed us to looking at the *whole* school through the eyes of all its members. For us it was a shift from *special education research* to *educational research*.

South Valley's faculty helped us access and understand the perspectives of general educators and to appreciate how much of a minority group special education teachers really are in schools—in terms of who they are and how they operate as professionals and also of how they think about what they do, about their roles in schools, and about the students they serve. We began to wonder what it would mean for inclusion to be part of an *educational* agenda to restructure schools rather than a *special* education agenda to reform a parallel service delivery system. It seemed to us that often the best efforts of very talented special educators still resulted in students being separated and even isolated to the point that they occasionally struck back—as Heidi had.

We began to realize that, if inclusion were ever to mean more than integration, we special educators would have to change our tactics. Resolving the debates about roles, ownership, accountability, student learning achievements, the meaningfulness of IEPs, and the achievement of genuine student membership required us to begin with the *majority* perspective and build tools and strategies "from the center out" rather than from the most exceptional student *in*. Devising and defining inclusion to concern only students with severe disabilities—indeed, any disabilities—seemed increasingly wrong-headed and quite possibly doomed. It continued to focus everyone's attention on a small number of students, and a small number of student differences, rather than the group with all its various diversities. We were learning to *respect* rather than to *defend* that diversity.

As we were learning these things during South Valley's first year, we were awarded a new funded project, beginning in fall 1992. The Building Capacity for Change (BCC) Project enabled us to provide "inservice training" in inclusion to school personnel by inviting them to participate in a four-course sequence that was also part of the initial teacher preparation for students seeking one of Oregon's special education teaching licenses. We knew that successful "inservice" really should be constructed as ongoing professional development and characterized by consistent involvement over an extended period of time. We felt this commitment to time was even more critical with inclusion. The issues were not only very complex, but frequently misunderstood. At least we realized that everyone—school personnel, policymakers, family members, and academic educators—seemed to have different definitions of both inclusion and the issues surrounding it. Resolving these differences would require the best thinking of all kinds of educators and community members as well as the time to learn how to communicate well with one another. So we constructed our "inservice" by inviting field-based school professionals to join our existing degree-oriented classrooms.

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Sharing responsibility to teach. We began our second year of involvement at South Valley with new commitments and partnerships. We began to place our practicum students not only with Joni, but also with some of the classroom teachers who were working with quite diverse groups of students. Asta had taught us that our students needed to learn as much about working with "general" education students as with labeled students. Even more important, we believed that working closely with general educators would create for our students an ability to "talk education" rather than just special education.

Two graduate students, attracted by Mary's enthusiasm for teaching, asked about working in her fourth-grade classroom. Winter and spring terms saw the expansion of practicum experiences at South Valley and a whole new range of opportunities for learning, both for students and Schools Projects staff. The master's program students were challenged by the demands of teaching a class of 30 squirming youngsters who represented a broad spectrum of abilities. They worked to stay at least one step ahead of the students in their knowledge of art, the Oregon Trail, math, and rain forests. They struggled to find the balance in the lessons they designed and taught that would include the students with unique and diverse learning needs (not always the students with severe disabilities), yet still interest and challenge the other students. They enjoyed becoming part of the school staff, attending meetings, and learning more about South Valley and its operations.

As practicum instructors, Schools Projects staff began to access their own opportunities for professional development as *educators* with special knowledge of and ability to teach disabled learners. As they supported master's students in more and more general education classrooms, they solidified their own knowledge of cooperative learning, literature-based approaches to reading and literacy, activity-based math teaching, integrated curriculum approaches, and more varied strategies for evaluating and documenting student achievement. We also became more completely familiar with the limits of lecture, worksheets, and other forms of traditional, didactic teaching, not only for students who might be labeled and "included," but also for many of the "regular" students who were struggling to make sense of and use their schooling.

Sharing responsibility to learn. Our growing familiarity and fluency with general education curriculum and teaching overlapped well with the BCC Project and our shared responsibility for teaching aspiring teachers. It balanced our commitment to reinvent our own university classroom so it better mirrored the teaching we wanted to encourage. We had to incorporate more of all kinds of student differences and experiences, while at the same time sharing our own expertise about supporting the learning needs of "different" students. The invitation to include field-based professionals offered unique opportunities for our master's students to learn in the same classroom from, and with, the same teachers they were working with in practicum. The possibilities for breaking down irrelevant professional distinctions appealed to us very much. Our formal partnership with South Valley staff expanded when two Grade 4 teachers and a classroom assistant enrolled in the BCC sequence. All had been recipients of "supported ed" students the previous year and continued to welcome "inclusion" students into their classrooms.

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Of course, we made mistakes. We lectured too much that first term, despite our commitment to do less of it. We probably got some of the content in the wrong order and we were dissatisfied with the linkage between our every-Tuesday-night class and everyone's day-to-day teaching. We needed better constructed assignments and activities to link the two.

Fortunately, our field-based participants were not at all shy with their constructive criticism. We adjusted, changed the sequence, and added more things in the second term. We created more ongoing application activities, attempting to tie all course activities to teachers' and students' work in schools better. We also began to demand more real collaboration in the design and sequencing of the courses from the participants. It was great to learn what hadn't worked when we asked at midterm and end of term, but class seemed to go better when the "students" became active participants in making decisions and adjustments as we went along.

By the third course in the sequence, we began to create some genuinely collaborative solutions to some of the curriculum and teaching issues the teachers were struggling to resolve. Our emergent Individually Tailored Education System (ITES) and all its planning and information gathering tools reflected the concerns, approaches, constraints, and work styles of both general and special educators trying to "do" inclusion as well as many components of broader school reform and restructuring. The ideas, the broad principles, features, and specific working papers of the ITES could not have been developed by either general or special educators alone.

Taking Full Responsibility

Two years earlier, Oregon voters had passed a property tax limitation measure. Like many states, Oregon funded schooling mainly with property tax revenues, and passing the measure meant that there would be cuts in programs and staff to meet the requirements of the new law. Green River and South Valley faced substantial cuts. The district considered closing a smaller elementary school and consolidating students and staff at two of the larger buildings, including South Valley. In addition, the process of "bumping" by seniority promised to affect South Valley's young staff noticeably.

Joni and her staff carefully orchestrated their support to their students and their teachers. The rest of the LRC special education staff continued their patterns of teaching, mostly by pulling students out to the resource room, but occasionally joining teachers in the delivery of some aspect of their lessons. Joni and the rest of the special education staff worked apart. In Keith Noble's mind,

> We still ended up with two separate programs. We had the self-contained room and we had the LRC program, and we still ended up kind of running parallel programs. We became very reliant on Joni and the two EAs, who basically handled the kids with the most severe challenges. That wasn't really the direction we wanted to head, but because of our history, that's what we fell into.

The classroom teachers were variously involved in the teaching, and "owning," of Joni's students. Some participated in the development of IEPS, independently adapted curriculum, or provided direct teaching. However, in most cases, Joni was still the "case manager" and took responsibility for the paperwork and progress reports. All but two of last year's students were still at South Valley (the other two had moved on to middle school), and most were in fourth grade. Mary Crane, one of the South Valley staff participating in BCC, had requested several of these fourth graders.

The distinctions between South Valley and Schools Projects agendas became harder to make. The researchers–subjects, instructors–students, general–special distinctions and roles all deteriorated. Our partnership was expanding.

Beginning to share. By February, staff at South Valley were beginning to realize that they were involved in something exciting and instructive for others. We nurtured that feeling by inviting quite a few of the South Valley staff, as well as staff from other schools we were working with, to participate in a day-long workshop on inclusion. The experience was affirming of both their past efforts and their future plans. The teachers in the BCC courses began to meet outside class to continue discussions and problem-solving. Sometimes other teachers joined, and a larger group shared their ideas and skills at planning curriculum, tailoring lessons, and figuring out how to manage a wider and wider variety of unexpected events.

February also brought another meeting, this one prompted by some of the classroom teachers, to talk about the supported education project. Keith arranged substitutes so that four classroom teachers and Joni and her staff could join him, Kelly, and Gwen Meyer from the Schools Projects for the afternoon. The agenda reflected continuing questions as well as feelings of accomplishment. Indeed, participants shared many positive comments. One of the EAs, who had worked in Room 3 before Joni came, said that, compared to including students in general classes, it had been much easier keeping them in Room 3, but that she had seen them make progress "by leaps and bounds" now that they were out, and she would never go back. Others reported that students who had previously needed support were operating independently and that, once the "novelty of their inclusion" had worn off, they were getting more peer pressure to conform. She said they had moved from the status of "pets to peers."

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Joe Cooper, a first-grade teacher, wanted the whole school to be more involved and more teachers to be willing to include challenging students in their classrooms. While Joni reported feeling more unity with the teaching team, Meg Vaughn said she felt fractured—as if it were not a cohesive group. One of the EAs felt that existing resources were not being used well; this meeting was long overdue; and she personally had things to offer that were not being accessed. Clare Brown, another first-grade teacher, was trying to adjust to having another adult in her room.

When all was distilled, three themes emerged. First, there needed to be a formalized process and structure to help this "supported ed group" communicate. The group wanted more frequent meetings like this one, but just as important was regular planning time for teachers working together in classrooms. Second, the group felt that they needed to move away from labeling either students or teachers. They would close Room 3 and create the inservice and professional development opportunities for all teachers and EAs to work with previously excluded or "pulled out" students. Third, they wanted more ideas and tools to help them with curriculum development and teaching design, not just for the "included" students, but also for other students, including those described as talented–gifted.

The sharing produced some immediate decisions. They planned another meeting that would include the LRC staff. Keith agreed to use 2020 Grant money to support substitutes one day a week so that teachers would be freed for half-hour blocks to meet with EAs for planning time. A second decision was that Joni should begin immediately to dismantle Room 3 as the supported education classroom. The staff had other ideas for using the space, and the room's materials and equipment could be moved to a smaller room.

Deciding the Future

In the midst of all these welcome and celebrated changes, the gloomy specter of layoffs hovered over the school and haunted the staff. Joni—a second-year teacher—was expected to be one of the casualties. Knowing this, she began applying for jobs and found a new position in March. She would leave South Valley within the month. The staff began to get nervous as her departure approached. Who would replace her? Even a well-qualified new teacher would not know the students, staff, or what had evolved over the past year. In the interim, her assistants took responsibility for the students on a day-to-day basis and for talking to the families. Chuck Anderson, the LRC teacher, took over the paperwork. The LRC staff agreed to "shadow" the EAs and students for the time being. It felt, according to Noble, as if they "were patching things together." Chuck later admitted that he felt, at that point, as if he "was flying blind."

Once Joni left, the supported education project finally became a *school* project. Students previously discussed only among Joni's team were now discussed at staff meetings. Teachers not previously involved in the project began to talk to students in the halls. Generally, the shadowing by LRC staff was going well. Chuck's feeling was that for some staff, the shadowing did indeed work well, but for others, it was a problem. EAs were not always sure what they were supposed to be doing, and he didn't feel much more confident, in some situations, than they did.

Meanwhile, the small group attending the BCC courses talked about things they were learning with a new confidence. They had learned some new approaches to assessment, developing curriculum, and designing teaching plans that should meet the requirements of the IEPs without another person to write them. This small group of three began to attend special education team meetings and advocate more openly for changes in all South Valley's special education services, including the practices of the LRC. An emerging leadership pressed the Site Council and other schoolwide groups to commit South Valley to becoming inclusive without categorizing students or teachers.

Out of the challenge of Joni's departure, South Valley's faculty began to realize that they could accommodate new students by working together, without compromising the learning of other students. By the end of the second year, their processes for problem-solving and planning were more formalized and seemed to be working. The group had managed to solve some really tricky problems, and more and more staff were becoming involved and newly passionate about what they were creating for their students and the school. From our point of view, they had changed their question. Rather than asking "Will it work?" they were now asking "How can we best make it work?"

South Valley's staff began to appreciate their potential for flexibility, for learning to think differently, and for changing roles and relationships among themselves. They also could see that they'd begun to think differently about their students and schedules—and about change. Things that had seemed simply impossible only a year previously were now open for challenge and discussion. Finally, they learned about their capacity to survive major trauma.

Keith handed out 20 layoff notices and of those, only 5 staff were able to come back when the dust had settled.

Through it all, they had developed a reputation in the state for both "doing inclusion" and "doing restructuring." Our practicum students were accessing more and broader learning experiences than ever before. Working with the general educators in the BCC sequence had helped us create the first draft of a manual, the Individually Tailored Learning System. Despite the struggles and the loss of staff, those of us most involved in the supported education changes ended the year aware that some important and significant progress had occurred. At a final BCC class meeting over a potluck lunch, we learned recruitment by this year's ~~team~~ for next year's BCC sequence had already begun, and not just among South Valley faculty. Teachers have decided that it would be important in just another year that teachers at the middle school be able to support the continued participation of South Valley's students in the life of the middle school. We learned a team of five or six would enroll in the fall and offer their classrooms as potential practicum opportunities for our master's degree students.

YEAR 3: BUILDING FUTURES

In the end we began the BCC course in fall 1993 with five staff members from South Valley, four from the middle school, and one from the high school. We felt more and more at home, and the school staff were feeling more and more confident about the future and their ability to meet its challenges. The year was a building year for all of us that involved living the commitment to diversity and change and expanding our networks and resources.

Living Commitment

At South Valley. The third year presented its own unique challenges. In September, South Valley staff returned to a school short 15 adults from the previous year. The four classes per grade level (except for Grade 5) were reconfigured to three per grade level—all larger than before. The music and PE teachers were gone, leaving the classroom teachers to draw on their own skills. This loss also effectively cut out planning time the teachers had formerly enjoyed.

Chuck Anderson was the only full-time special education teacher who returned at the beginning of the year. He was joined by a part-time special educator, newly transferred from another school and hence unfamiliar with South Valley's changes, and by a substitute teacher who worked until November when the special educator she was replacing returned from maternity leave. None of these teachers really knew the students they were supporting, and Chuck, feeling the responsibility of coordinating all of their efforts, recalls how stressful that period was. He attributes much of the credit for the continuing success of the students and the program in general to the dedicated efforts of the entire special education staff. This included a large group of EAs, who with little training, no concrete plan, and minimal outside help, became experts at supporting teachers and students.

The idea was still for all eight South Valley educational assistants to work with all students, regardless of designation. However, the practical problem was that only one of Joni's assistants had returned and no EA worked more than a 6-hour day, leaving little time for sharing or planning. To further complicate matters, two new students with need for extra supports had moved into the area during the summer and arrived at the school unexpectedly. It felt like the beginning all over again.

It was hard. Keith scheduled some meetings early in the year just to allow people to vent—"to talk about how hard this is." That seemed to help and "flexibility" became the new slogan. At the same time the principal tried to help everyone support their commitment:

> It was really a stretch for people . . . we needed to "hang in there" until they [teachers and EAs] got over initial fears. It wasn't as though we had a lot of time to just go slowly. . . . It was "Okay, you'll learn. You'll study these children and learn their quirks and that's the way we're going to go about it."

The first priority was to support those students who required the greatest amount of support and to spread the capacity for that support among at least three EAs and the three special education staff. Each classroom teacher had a variety of students. The diversity and variety seemed to work, "sharing the load" as well as the "wealth." The press for time had never been greater. Fortunately, a district policy that established early release on Wednesdays permitted the possibility of at least some extra time. On the other hand, managing more with less created such stress and demanded such creativity that it was well into October before the teachers with the "supported ed" students were able to meet and compare notes. The first of these meetings drew some 20 people, all struggling. Two themes dominated: not enough time for meeting with all the "players" and too many adults in their classrooms.

Important to South Valley's commitment was the need to listen and affirm the feelings of those faculty and staff with growing concerns: "Here you are trying to teach 30 kids a whole bunch of subjects and meet the needs of TAG kids, medium kids, low kids—for every lesson. [Now there's] this other

child who needs something special and it sounds real easy, but I don't think it's possible to do."

Even teachers who had been feeling successful with the dismantling of Room 3 were pressed by the cutbacks and rising demands to wonder:

> Maybe they would be in the classroom part of the day with support and then maybe the other part of the day they would be in their own environment, with their teacher . . . having them all go to Room 3 like they used to. I know that's not ideal, but we don't have ideal situations for anybody else . . . that's what we have the time and the money to do.

The year proceeded. Keith and his faculty made decisions quickly and firmly because their "basic direction was set. You just shuffle what you have and keep going." Despite the new challenges, the overall commitment to the spirit of the original "supported education" project was strong, if not unanimously shared.

It was a delicate time. The future, which had seemed so secure before the cuts, was clouded by the dramatic cutbacks and increasing pressures. Living the commitment to systemic restructuring and maximum student diversity was much more difficult. Still, many seemed to share the sentiment of the teacher who admitted: "I like working here. It's a unique school with lots of different personalities. And yet, it's a school that's open to trying new things and really cares about what's going to be best for kiddos."

At the Schools Projects. Two years had taught us a good deal both about inclusion and teaching. Our effort to "build capacity" had become more of a collaboration, thanks to the contributions of the first year's participants, from South Valley and elsewhere. But the need for professional development among school personnel was dramatically underlined for us by teachers traveling more than an hour, and sometimes more than two, through treacherous mountain passes to come to class on campus.

We decided to increase our accessibility by broadcasting the class on one of Oregon's educational satellite networks, thus gathering an additional 25 students across the state and having our teaching skills challenged even more dramatically.

The first term was rough. It was hard for all of us to become comfortable enough with the technology to maintain our cooperative work group approach to teaching. The camera seemed to encourage the old forms of lecture and discourage either group activities or discussion. The logistics of managing handouts and assignments in nine locations were challenging and time consuming. There was not nearly enough time to plan, to coordinate,

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or to meet the needs of each of the students adequately, especially those of the distant students. Our efforts were further challenged by a studio classroom that was too small, in an area that was still under renovation and often without needed ventilation and air conditioning. Teachers and students alike struggled, after a full day of work and practicum, to stay focused and motivated.

Fortunately, the 10 participants from Green River School District contributed a critical mass of "general" educators in our studio classroom, putting us special educators finally in a "natural proportion." In December, the Schools Projects hired a former sixth-grade block teacher, who had been laid off from the middle school in Salmon Lake in the massive staff reductions of the previous spring. She had enrolled in the course in the fall, and we asked her to join our staff, attracted by her background in general education and the perspective she could bring to our work.

The final segment of the 4-course BCC sequence was a 2-week summer workshop, the focus of which was working with and including parents and families in the design and construction of inclusive schools and communities. As a result of its participation in the workshop, the group from South Valley is now adding the planning of family linkages to the agenda of the Site Council. By the end of the third year, our collaboration with South Valley through the BCC course and practicum allowed us to refine and crystallize the curriculum planning approaches that had been emerging through our classroom-based research; and it helped us to reconstruct for our graduate students practice teaching experiences that were more inclusive in nature and form.

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This has been a chronicle of how we all grew and changed. More than that, it's an account of how South Valley and the Schools Projects have influenced one another's growth. Certainly, we would have all grown without the benefit of the partnership, but in ways different from the way we did together. As a partnership, our experiences together have been unique. Yet, our partnership has not been particularly unusual or even one that we would hold up as a model to be emulated by others. The stimuli for growth will be different for others, the pressures to change emanating from situationally unique circumstances. What is special about this partnership is that it developed naturally over time, and that it continues to grow into its fourth year and even continues to expand and to strengthen speaks to its mutuality: evidence that as partners we provide important resources and support for each other.

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We watched as the "project," with undeveloped guidelines and uncertain plans, matured into a fairly sophisticated "process" that merged with all the other processes at South Valley. The goal was no longer just "doing inclusion" for the special students, but to make it an integral part of South Valley's educational process for all its students. What we saw over the course of the three years was good teaching that got better in ways that created more meaningful outcomes for a wider range of students. We saw major changes in a school that was already well into restructuring itself and, by living together through all the crises and successes, we came to know many of the staff well. They brought their own questions, a continuing desire to learn, and some effective strategies for problem-solving that helped to carry them through the good times and the bad.

During these three years, the networks at both South Valley and the Schools Projects expanded—individually, jointly, and, then, in other directions. By the end of the third year, South Valley's networks within the school were not only characterized by more collaboration among EAs, general education staff, and special education teachers, but the numbers of teachers involved in the school's efforts to change had grown from a handful to most of the teachers in the school. This was part of the plan, according to Noble, "[It's] just a matter of time and exposure, because every year we try to include one or two more teachers who haven't been involved in the program before."

South Valley also forged new connections with the middle school. This occurred partly as a result of the BCC courses, but also because the fifth-grade teachers tried to create a new transition process to the bigger world of middle school. South Valley became more involved in community issues and projects, and it has recently taken on the sponsorship of multicultural family activities. As faculty from other schools and districts around the state come to visit South Valley, additional links are established.

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Perhaps it's Keith's quiet leadership—his support and encouragement with comments like "Go for it. Do the best you can. It's OK. You'll learn"—that creates an environment in which everyone knows that change does not come without problems and where it's all right to take risks and make mistakes. It's an environment that encourages the teachers not to be afraid to do new things.

In spite of the increasing attention that South Valley has received, the staff remain focused on their school and at times seem almost unaware of what they are creating as a natural outcome of their efforts. This past summer, a parent in the BCC class offered strong praise for South Valley's efforts and accomplishments. Taken aback, the South Valley participants wondered aloud, "Are we really doing things that are so different from other schools? Are we really that unique?" We look forward to the coming years, to the opportunity to continue our partnership as we work with them on the new project, and to the learning that, we are sure, will not only continue to expand our understanding of inclusive schooling and our ability to engage in more effective practices as educators, but will also undoubtedly generate new questions.

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At South Valley, the vision, tailored to the culture of the school, has sustained the faculty and kept it headed forward. Many of the teachers give Keith a lot of the credit. "Keith lets you go and do. He is supportive and helpful. South Valley's the place it is because of Keith."

Of course, other staff members were frustrated sometimes by what seemed like his refusal to make "administrative decisions" on difficult issues. More often than not, even when he had a strong opinion and a good solution, he would bring the problem back to the staff and the Site Council. The problem, he would point out, was really not his to solve. They must "figure it out." This strategy, for some, was very disturbing, but it demonstrates Keith's commitment to sharing responsibility and control with the staff.

Perhaps it's Keith's quiet leadership—his support and encouragement with comments like "Go for it. Do the best you can. It's OK. You'll learn"—that creates an environment in which everyone knows that change does not come without problems and where it's all right to take risks and make mistakes. It's an environment that encourages the teachers not to be afraid to do new things.

In spite of the increasing attention that South Valley has received, the staff remain focused on their school and at times seem almost unaware of what they are creating as a natural outcome of their efforts. This past summer, a parent in the BCC class offered strong praise for South Valley's efforts and accomplishments. Taken aback, the South Valley participants wondered aloud, "Are we really doing things that are so different from other schools? Are we really that unique?" We look forward to the coming years, to the opportunity to continue our partnership as we work with them on the new project, and to the learning that, we are sure, will not only continue to expand our understanding of inclusive schooling and our ability to engage in more effective practices as educators, but will also undoubtedly generate new questions.

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CREATING TOMORROW'S SCHOOLS TODAY

Stories of Inclusion, Change, and Renewal

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1996

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Teachers College, Columbia University
New York and London

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CHAPTER 1

Is It Inclusion Yet? Bursting the Bubbles

Dianne L. Ferguson

Marci Richards announced to the class that it was time to read their journals aloud. All the students had written a page about something of interest to them, spelling as best they could, and illustrating their compositions on the facing page. As children raised their hands, Marci called on them to come to the front of the room. Most of the writings today reflected their excitement about the Winter Holiday, a week away. The readings were sometimes clear, sometimes halting, as students tried to figure out what they had written, to decipher their invented spelling. Marci commented on each reading

Andy didn't raise his hand, but Marci Richards asked him if he'd like to read his journal. He immediately stood up, walked to the spot near the blackboard where the others had stood, and began to read, holding his journal up in front of his face. There were no words on his page, only lines of little circles. His picture was of five members of his family. His words were unintelligible as he "read," and his voice was very quiet. He paused from time to time, imitating the reading patterns of the other kids as they had stopped to decipher the words they had written. The kids listened attentively to Andy. He "read" for a long time, and when he was done, he turned his journal around to show the class his picture. He grinned, and Marci said with a laugh "Wow, Andy had a lot to write today, didn't he?" A couple of kids said "Yeah!" and "He really did!" As Andy walked back to his desk, he went around one group of tables showing his journal to the children there, a big grin on his face.

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> They craned their necks to see his pictures. He sat down at his desk as the next student began to read her journal.

This small slice of teaching life captures one thing we mean to convey about inclusion: Schools ought to be places that incorporate all children and youths, including those with disabilities, as active, fully participating members of the learning community. Andy, like his peers, is learning about writing and communicating. He may not ever accomplish all the same things that many of his classmates will, but he will receive Marci's comments and his peers' reactions, just as every other member of the class does. This is a nice example of the successful incorporation of one special student into a general education classroom and of his true learning membership. Still, inclusion must be about much more than one child, and certainly about more than disability.

The meaning of inclusion has evolved over a very short span of time. What proponents meant by their calls for inclusion as recently as the late 1980s now falls short of the emerging vision. People in schools all over the United States, and in an increasing number of other countries, are somewhere in the process of this evolution of thinking from:

- Inclusion as a *special education reform* aimed at moving students with disabilities, especially those with moderate and severe disabilities, from self-contained classrooms and schools to placement in general education classrooms, with the services and supports needed to achieve effective social and learning outcomes, to:
- Inclusion as a *process of meshing general and special education reform initiatives and strategies* in order to achieve a unified system of public education that incorporates all children and youths as active, fully participating members of the school community; that views diversity as the norm and maintains a high quality education for each student by ensuring meaningful curriculum, effective teaching, and supports necessary for each student.

In this chapter, I briefly detail the evolution of inclusion by first describing some of its historical roots. I illustrate how thinking about inclusion as a *special education reform effort* can result, at best, in "pretty good integration," but not in the kind of inclusion Andy enjoys in Marci Richards' class or that is increasingly envisioned and evidenced by the contributors to this book. Then, I detail some of the general education reform efforts that influence our special education conception of inclusion toward this broader vision. Finally, I describe the features and components of these newly evolving concepts of more systemic inclusion.

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A BIT OF HISTORY

As a consequence of compulsory education laws, special education emerged as a field in the twenty years or so spanning the turn of the century. The increasing student diversity that resulted from the requirement that *all* children attend school so challenged teachers, systems, and educational conventions that special education emerged to accommodate those students who did not seem to fit current practices (Ferguson, 1987; Hoffman, 1975; Sarason & Doris, 1979). Special education quickly became a parallel discipline and organizational structure within American public education. Until the mid-1970s, special education was designed to provide adapted curriculum and teaching to students who had either failed, or were likely to fail, in the "mainstream" of compulsory public education. Over time, special education created its own specialized curriculum approaches, which came to support a burgeoning number of subspecialties, each matching curriculum and teaching strategies to ability and performance characteristics of an identifiable group of children or youths. The more unusual the student's characteristics, the more specialized the intervention and the teacher that provided the intervention (Sarason & Doris, 1979).

When compulsory education first emerged, it did not apply to what we now think of as high school. The purpose of secondary education at that time was to prepare a small number of privileged students to enter college where they would continue to pursue the classical studies of philosophy, history, literature, and languages. When pressured to accommodate a much broader range of students—many of whom would leave public education for the workforce—high schools responded (by the 1920s and 1930s) with a system of tracking that sorted out students who might still be preparing for college from those likely to prepare for some specific vocation or just complete high school without a clear postsecondary agenda. Special education eventually became one more particularly separate track, which also happened to free public education administrators from responsibility for its management and administration.

With the passage of comprehensive federal legislation in 1974, the separate, and largely ignored, track of special education finally received full professional legitimacy and procedural power. The landmark Education for All Handicapped Children Act (EHA, P.L. 94–142), reauthorized and updated as the Individuals with Disabilities Education Act (IDEA, P.L. 101–476) in 1990, mandated a free, appropriate, public education for *all* children and youth, regardless of the type or severity of their disability. Until 1975, many potential students with more severe and multiple developmental disabilities had been "excused" from the requirements of compulsory education because they were believed incapable of learning much—if anything at all—believed to require primarily custodial care, and believed to need protection from the eyes and possible taunts of nondisabled or less disabled peers (Berry, 1931; Hoffman, 1975; Kirk & Johnson, 1951; Wallin, 1966). These newest members of the school community, like their more able predecessors early in the century, challenged the current teachers in both general and special education, spawning still more specializations within the field (Perske & Smith, 1977; Thomas, 1977).

Despite the separateness of general and special education, however, both have shared similar fundamental assumptions about students and learning for most of the history of public education in America:

- Students are responsible for their own learning.
- When students don't learn, there is something wrong with them.
- Schools must figure out what's wrong with students with as much precision as possible so that they can be directed to the track, curriculum, teachers, and classrooms that match their learning ability profile. Otherwise, no learning will occur.

Despite periodic challenges, these assumptions have become so embedded in the culture and processes of schooling that they operate as truths rather than assumptions and control even our efforts at reform.

SPECIAL EDUCATION REFORMS

Inclusion, the most recent of the special education reform efforts, is the logical legacy of earlier reform agendas described by the slogans "mainstreaming" and "integration." None of these efforts has yet succeeded in challenging the underlying assumptions of either general or special education in ways that might result in durable and systemic change. Indeed, our first efforts to pursue inclusion as a special education reform have highlighted, once again, the need to rethink some of these most persistent assumptions and recast our efforts from a special education initiative to more "systemic inclusion." In this chapter, then, I refer to "special education inclusion" as the first conceptualization of inclusion that emerged in the late 1980s and "systemic inclusion" as the new emerging vision that we are documenting in this book. But first, a brief review of special education's earlier efforts to reform.

Mainstreaming. This reform effort and accompanying debates stretch back to the 1850s, but only emerged as a substantial effort in the 1960s, as special educators began to question the practice of separate special classes for students with milder disabilities (Dunn, 1968). Mainstreaming emerged, n part, as an argument against separate remediation classes and in favor of "mainstreaming" remediation support into the general education context.

Much of the early controversy regarding mainstreaming resulted in part from the term itself. New legal emphasis on "regular educational environments," combined with emerging references to persons with disabilities functioning "in the mainstream of society," resulted in two misconceptions: first, that mainstreaming meant physical placement in a general education classroom, and second, that mainstreaming should apply only to the appropriately eligible students with mild disabilities. In the service of mainstreaming, thousands of students previously labeled as "educable mentally retarded" were declassified and returned to general education classrooms. In response, educators attempted to restrict mainstreaming to those few disabled students who were "most nearly normal." The confusion and debates about mainstreaming have not been short-lived, nor have they been confined to the United States. Similar discussions about the location of remedial education and the necessary changes in the curriculum and teaching strategies employed by mainstream teachers continue today in several European countries.

What the mainstreaming reform efforts did not address were the underlying assumptions about disability as something that educators need to repair or ameliorate with alternative curricular and teaching offerings. The mainstreaming debate was essentially about where the repair or specialized alternatives would occur and the persons and methods that should be used to accomplish them.

Integration. Integration drew much more on social and political discourse than did mainstreaming. From a democratic perspective, any child has a civil right to public education. For students previously excluded from schooling because they had been considered too disabled to benefit, the application of a civil rights framework accorded them the status of a minority group that had been disenfranchised and discriminated against (Gliedman & Roth, 1980). The essential thrust of integration was to eliminate social discrimination by ending stigmatizing and discriminatory educational exclusion and segregation. Because students with severe developmental disabilities were most often among those excluded and segregated by professional assessments that defined them as having limited or no learning potential, calls for integration promised to result in substantial changes in their schooling experiences.

The negative and deleterious effects of separate education inspired new education policies in countries besides the United States (e.g., Commonwealth Schools Commission, 1985) that were principally focused on democratic ideals of schooling access for all students. In some places, though, the word "integration" seemed simply to replace the word "mainstreaming" with little other change. The concept of integration alone did not define well what exactly was to be done in place of exclusion and segregation and resulted in many different interpretations and examples. Some interpretations emphasized a more political agenda (Booth, 1988), others a matching of provision to need. Most failed, however, to change the segregated schooling experiences of students with significant disabilities and, in fact, increased the overall number of special education students receiving segregated schooling (Fulcher, 1989; Singer & Butler, 1987).

The efforts of educational professionals to address the rights of students to be educated with a highly individualized deficit-remediation or amelioration model of disability most often resulted in educational and other disability services that were delivered along some continuum of *locations*. Students were matched to locations that could provide the services that "fit" the type and amount of deficit and disability they brought with them (Deno, 1970). One consequence of this continuum was that the power of integration was never realized for many of the students or adults it was intended to aid. Integration's promise of a mainstream that at least tolerated, and perhaps incorporated, more differences in abilities remained largely unfulfilled. Even those persons who found themselves physically integrated in general education classrooms did not always experience full membership. This failure to improve the schooling situations of so many students gave rise to a number of analyses of the need for functional, social, community, and organizational integration in addition to simple physical presence.

Renewed concerns about the appropriateness and effects of separate special education classrooms and "pull out" programs, together with the limited numbers of students who had actually been successfully integrated into general education classrooms, led to a series of new initiatives focused on "rethinking" (Wang, Reynolds, & Walberg, 1986), "restructuring" (Reynolds, Wang, & Walberg, 1987), and moving "beyond special education" (Gartner & Lipsky, 1987). While primarily focused on the educational needs and experiences of students with mild disabilities, these initiatives departed from earlier reform attempts in their appreciation of the need for broader structural reform. Special education's status as a parallel service delivery system had not been changed by any previous reform efforts. Instead, each new demand for service or reform had been accommodated by adding a new service, creating a new specialist, and sometimes identifying a new category of disability rather than by challenging either underlying assumptions about students' learning or the established relationship between general and special education (Skrtic, 1987).

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Inclusion. As a result of efforts to mainstream and integrate, previously segregated schooling and community services for children, youths, and adults with more severe disabilities were justified anew as appropriate and "least restrictive," giving rise by the late 1980s to calls for educational inclusion. Inclusion, unlike integration, did not depend on segregation in the first place. According to this new initiative, all students would simply be included, by right, in all the opportunities and responsibilities of public schooling. Like integration, early conceptualizations of inclusion focused primarily on students with moderate and severe disabilities, who most often had been placed farthest from general education classrooms and experiences along the continuum of service locations.

As with the movement toward integration, these first calls for inclusion were grounded primarily in the logic and principles of social and civil rights, offering little practical guidance to teachers who were daily engaged in the dynamics of teaching and learning. In the absence of clear direction for achieving learning outcomes in general education settings, especially for students with more severe disabilities, some proponents emphasized the importance of social rather than learning outcomes (e.g., Strully & Strully, 1989). This further fueled debates and challenged the professional roles of both general and special educators in working, with at least some "included" students.

Inclusion in this earliest expression challenged the logic of attaching services to places—in effect, it challenged the continuum of services. Citing regulatory language that stipulated that "as much as possible," students with disabilities should be educated with their nondisabled peers in general education classrooms with necessary supports and services, proponents challenged the educational community to reconceptualize and restructure the continuum so that the full array of services could be available in the general education classroom. The logical outcome of these calls for inclusion would be the separate special education service system being transplanted into the general education classroom.

Inclusion as "Pretty Good Integration"

The special education reform agenda led to a number of practices that were, and continue to be, problematic and unsatisfying. Perhaps the most extreme practice is "dumping," which occurs when students with disabilities are reassigned to general education classrooms, but neither the students nor the general education classroom teachers receive any assistance to ensure successful learning and social outcomes.

Even when students are assigned to general education classrooms and spend most (or all) of their time there with various kinds of special education supports, their presence and participation can still fall short of the kind of social membership the proponents of inclusion envisioned. Even to a casual observer, some students seem set apart—immediately recognizable as different, not so much because of any particular identifiable impairment or disability, but because of what they are doing, with whom, and how. Consider Evan's experience in a physical education class as an illustration:

> Next period starts. Kids come out of the locker rooms. The boys jump quickly into the pool, and the girls use the stairs and tiptoe slowly into deeper water, arms raised above their heads. No one acknowledges Evan who is swimming slow laps. The kids gather at the end of the pool near the teacher and the assistant. When the kids start swimming, Evan does too in the lane on the farthest side of the pool. No one has acknowledged his presence yet. The teacher and Evan's assistant stand at the end of the pool calling out the number of laps to swimmers as they complete each lap. They don't tell Evan his numbers, but each time he finishes a lap, the assistant waves to him to turn around and do another one. When laps are done, the kids go to one end of the pool to practice treading water. The assistant signals Evan to get out of the pool. Evan sits on the side of the pool and watches for about 10 minutes, then the assistant sends him to the locker room. The others have already gone. The assistant comes over to talk to me and explains that Evan will be about 15 minutes late to his social studies class because of the time it takes him to change.

Even though Evan is "included" in swimming class, his experience there seems different for several reasons. The assistant, not the teacher, gives him all his instructions. He swims a little apart from the others and begins before the rest of the class even gets into the pool. The teacher and assistant do not provide the same feedback to Evan that most other students receive (calling out the number of laps completed), even though it seems from this brief account that the number of laps might easily be given him with the wave to keep going. He leaves later than the others even though he might have been able to use the extra locker-room time to get to social studies punctually. There may have been good reasons for the decisions these teachers made about Evan's participation, but if this kind of separation of "included" students happens often, then the vision of inclusion will never be realized.

During a 3-year research project to understand better what happens when students with disabilities are "included" in general education classrooms (Ferguson, Willis, Boles et al., 1993), my colleagues and I saw scenes like this one repeated over and over again in many schools and in many different ways. We saw students walking through hallways with clipboard-bearing adults attached. We saw students sitting apart in classrooms with adults

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hovering over them to show them how to use books and papers that were different from those anyone else in the class was using. These "velcroed" adults were easily identifiable as "special" teachers, because the students usually called them by their first names while addressing the general education teachers by the more formal "Ms." or "Mr."

These students seemed *in but not of the class*, so much so that we noticed teachers referring to particular students as "my inclusion student." It appeared to us that these students were caught inside a bubble that teachers didn't seem to notice, but that succeeded in keeping other students and adults at a distance. Once again, underlying assumptions about who the student was seemed unchallenged by the reform.

Relocating special education to the general education classroom also relocated special materials, specially trained adults, and special curriculum and teaching techniques. The assumptions remained clear and clearly communicated:

- These students are "irregular" even though they are in regular class.
- These students need special services and materials that the regular teacher is not competent to provide.
- The special educator is the officially designated provider of these special things.

The power of these assumptions, still largely unquestioned as part of special education inclusion, has led to some curious scenes made even more curious by the fact that no one seemed to regard them as out of the ordinary. For example:

> The bell rings and all the students start to swarm back to the school. The girl and redheaded boy who have been swinging with Karen yell at her to come with them as they run off to the third-grade room. She starts to follow them, but slows as she sees her special education teacher standing at the door of the special room and heads back toward the swings. The two third graders run back and try to get her to come with them. She keeps playing.
>
> They see the special education teacher and shout, "She won't come!" The teacher tells them it's okay and to go on to class so they run off. Karen gets off the wooden structure and comes into the special room—the last kid off the playground. The teacher tells her to pull out her token card. Karen takes it out of her pocket and hands it to the teacher who tells her that she doesn't earn a penny because she has come into the room too slowly, but that if she hurries she can earn a penny by getting to the third-grade classroom on time.

Karen is not yet completely "assigned" to the third-grade classroom. Her special teacher maintains primary responsibility for managing her schedule and her behavior. As a consequence of this division of labor, the natural efforts of the two peers are not only unsuccessful, but may be discouraged in the future. They may be learning that special adults are the proper ones to let Karen know what to do next. To us, it seems that this adoption of the unquestioned assumptions by peers can doom too many efforts at genuine inclusion of students with disabilities to "pretty good integration" at best. Two more quick examples:

> During middle school math class while most of the students work on assignments at their desks, two students spend the period having Evan practice using his new communication board. The students sit with Evan at his desk and point to pictures on his board, expecting him to respond. One boy wants Evan to get his bag off the back of his chair so he can put some papers in it. He has Evan look at the board and the boy points to the words "get" and "bag." Evan doesn't respond, so the boy tells him "point to the words 'get' and 'bag.'" He gives Evan this command five times. No response from Evan, who just stares at the boy. Finally, obviously frustrated by his lack of success, the boy puts the board down and says to Evan, "I need your bag." Evan turns around in his seat to get the bag off the back of his chair. The other boy tells him to put his papers in the bag and to put the bag away.

> Another day, the rest of the students in sixth-grade math class are working on their assignments in class. A girl takes some blocks over to Evan and begins stacking blocks on the table in two piles. Then, pointing to the piles, she asks Evan, "Which is more?" She repeats the question five times, with no response. She gets out the communication board and uses it to ask, "Which is more?" by pointing to the symbols for "more" and "blocks" as she speaks. No answer from Evan. She makes more piles of different sizes and appears totally confused about what she's doing. Evan looks confused, too. The girl calls out to the teacher, "When you point to 'more,' he just points to 'more.' He doesn't get it yet, does he?"
>
> The teacher says, "Well, we're working on it. Make one stack of 1 and one of 10 and tell him which is more."
>
> The girl tries hard to teach Evan the concept using the board and the teacher's suggestions. She makes a big stack and a little one, then uses the board to point to numbers and the symbol for "more." She does this over and over. Evan just watches the girl's efforts.

Sometimes special education–initiated inclusion results in students getting into the general education classroom, but still doing all the same "dif-

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ferent" things they did in separate places. Even involving peers in the students' separate learning agenda does not result in the kind of full learning-membership inclusion sought to achieve. All too often, the students without disabilities remain puzzled about the students' presence. One student frankly asked, "Why isn't Evan with his own class? He's having a hard enough time keeping up as it is." In another school, we encountered a situation where a group of students from a general education classroom that "included" several students with disabilities decided to borrow the separate special education room to make a surprise banner for their third-grade teacher. As they were adding final touches to their artwork, one of them glanced around the room and said, "Hey, maybe we should let the handicaps sign it, too."

All these examples seem to represent the unquestioning acceptance of the bell-shaped-curve norm that uncompromisingly identifies some students as "inside" and others as "outside." Even when students experience complete structural inclusion—when there simply is no special room anymore to be identified with or sent to—the unchanged special practices continue to set "inclusion students" apart. Special education inclusion can often result in students bringing their special education "bubble" with them.

Of course, the general education environment, organized according to ability labeling and grouping, may not be enough of an inclusive environment even if special educators and their special ideas, materials, and techniques become less "special." An educational delivery system that relies upon ability grouping will only result in students carrying their officially labeled differences into their communities and their lives outside school.

SYSTEMIC INCLUSION

When inclusion is only a special education agenda, it results in pretty good integration at best, but it doesn't achieve the inclusive membership we seek. Special education efforts have taught us that successful inclusion can only be achieved as a joint agenda between general and special education working together to "reinvent" schools that will be more incorporative of all dimensions of human diversity. Neither system alone has the capacity or the vision to challenge and change the deeply rooted assumptions that separate children and youths. Systemic inclusion must organize the purposes and processes of schooling to make sure that all children, regardless of their abilities or talents, are prepared to access and participate in the benefits of their communities, so that others in that community care about what happens to them and value them as members.

Debates on Systemic Inclusion

Systemic inclusion is neither easy nor quick—it is a work in progress that continues to meet with vociferous debate (e.g., Fuchs & Fuchs, 1994; Kauffman & Hallahan, 1993; Shanker, 1993). One of the current debates involves the reconceptualization of the *continuum of services* in special education. Initial interpretations of the continuum tied service to place (a different location in the school or outside the school) and person (the special educator officially licensed to provide the specific service). Calls to eliminate the continuum of services (e.g., Giangreco, Dennis, Cloninger, Edelman, & Schattman, 1993; Taylor, 1988), or at least some locations on the continuum (e.g., Gersten & Woodward, 1990; Pugach & Lilly, 1984), are interpreted by some (e.g., Fuchs & Fuchs, 1994) as a call to discontinue the services themselves. In contrast, others (e.g., Ferguson, Willis, Boles et al., 1993; NASBE, 1990; TASH, 1994) emphasize the need to disassociate the delivery of specialized and support services from *places* and instead to make the full continuum of *services* available to all students, whether they are labeled or not. Systemic inclusion will not mean a loss of services, but rather should encourage groups of teachers with different abilities and expertise to work together to provide more effectively a greater number of services to a broader range of students.

Another aspect of the continuing debates is whether or not *all* students should spend *all* their time in general education classrooms (e.g., Brown et al., 1991; Sailor et al., 1989; Stainback, Stainback, & Moravec, 1992). Some arguments rely largely on extreme examples of inappropriate students: Do you really mean that the student in a coma should be in a general education classroom? What about the student who holds a teacher hostage at knife point? Other arguments seek to emphasize the inappropriateness of the general education classroom: Without one-to-one specialized instruction, the student will not learn and her or his future will be sacrificed. Still others argue that the resources of the general education classroom are already limited: The addition of resource-hungry students will only limit what is available for students already being short-changed.

We believe that these debates miss both the point and the promise of the shift from special education inclusion to systemic inclusion. Some students, for some parts of their schooling, might spend more time than others in some settings, but any child should have the opportunity to learn in many different places, including small groups, large groups, in classrooms, hallways, libraries, and a wide variety of community locations. With more students learning in different locations, with more varied approaches and innovations, the less likely it is that any students will be disadvantaged by not "qualifying" for some kind of attention, support, or assistance, or suffer stigma because of their learning needs, interests, and preferences.

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eneral Education Reform and Restructuring

Fortunately, there are reform agendas within general education that are tirely consistent and supportive of a new vision of systemic inclusion. Many these agendas are not new, but are tested alternatives. Broadly speaking, ere are two strands of reform within general education. At a national and vernmental level, there is much discussion aimed at making schools more fective in terms of how many students complete school and how well they on achievement measures. One specific aspect of this "top down" reform a call for national achievement standards and tests to measure students by ose standards. At the same time, for the first time, there is an effort to es- blish standards that focus on learner expectations. A growing number of ates, and several national organizations, are trying to define what school- g should accomplish for students in order to improve its effectiveness for dividual children, and to document better the effectiveness of schooling in neral. While some of these emerging learner-outcome systems emphasize rriculum content, others are beginning to explore a variety of process utcomes, like students' abilities to work in groups, communicate effectively, ink, solve problems, and produce creative and high-quality work.

Focusing on what students learn and how they use their learning rather an on whether or not they can recall information is a major shift in think- g. Teachers at all levels are redesigning curricula to help students explore pics of interest and relevance in depth, so that students not only acquire me essential information and capacities, but, more important, develop abits of learning that will serve them long after formal schooling ends. No nger is it sufficient merely to cover a large number of subjects and "facts." n important aspect of this curriculum shift is that all students will not need learn exactly the same things, so that teachers must have the flexibility to esign curricula in collaboration with their students rather than in constraint f a rigid scope and sequence lesson plan. More often, students' efforts are easured, not by some arbitrary criterion of recollection alone, but rather y how they can demonstrate their ability to use their learning in novel situ- tions or to explore new topics of interest.

There are, of course, a number of other dimensions of general educa- ion reform. One recent examination of the large body of reform literature Conley, 1993) identified 12 dimensions of restructuring that are either entral variables (e.g., learner outcomes, curriculum, instruction, assess- nent/evaluation), enabling variables (e.g., learning environments, technol- gy, time, school/community relationships), or supporting variables (e.g., overnance, teacher leadership, personnel, working relationships). Too ften, our efforts to improve schools have addressed only some of these mportant dimensions.

Although much remains to be done, the seeds of systemic inclusion are well rooted within each of these dimensions. The changes occurring in general education offer rich opportunities for students previously labeled and separated; the challenge to special education is to assist in their nurturance. The promise of integrated curriculum, activity-based learning, developmentally appropriate practices, cooperative learning, and authentic assessment—to mention just a few examples—is a rejection of old ability-grouping and tracking practices that left some students "outside." When the norm is diversity, the extension of range and variety is much easier to accommodate, value, and support. For general education teachers who are experimenting with these kinds of curriculum and teaching reforms, students with disabilities become a difference in degree rather than kind. Classrooms and teachers seriously engaged in preparing students for the future have already expanded and enriched the curriculum to respond to both the demands for broader student outcomes and the different interests, purposes, and abilities of each student.

Features of Systemic Inclusion

Mixed-ability groups of teachers. Throughout schooling history, we have developed a way of working in schools that sets boundaries to what a teacher, or any other adult, can do. General education teachers teach general students—those in the middle of the bell-shaped curve—because they were trained to teach such students. Special education teachers work with special students because such students have some identified disability or fall beyond the middle of the bell-shaped curve. This matching of teachers' work to students' characteristics is best elaborated in some of the specialist areas: Physical therapists work with legs and whole bodies; occupational therapists with hands and sometimes mouths; speech therapists with mouths, sounds, speech, and language. We only do certain things with those students who "fit" our training.

Yet, we are finding that no single teacher, no matter how experienced or gifted, is likely to possess all the knowledge, skills, and judgment required to effectively design curriculum and teaching for the full range of student diversity. Some students with disabilities, for example, might require specialized supports; others with unique abilities in some areas of learning might require creative consideration to make a lesson an effective learning experience.

Teachers involved in the reinventing of schools find their roles shifting from being designated providers of some category of specialized knowledge and service to being more generic teachers of diverse groups of students. In their new roles, they more frequently work in collaboration with other teachers and share areas of expertise and interest to benefit the learning of all students (Ferguson, Ralph, Meyer et al., 1993; Roach, 1993). School reformers are finding that teacher teams that include teachers with *different* abilities and skills can together design effective learning experiences for all children. Some of the teachers on the team need to be skillful at teaching familiar academic content, others at creating imaginative learning activities that offer a wide range of learning opportunities across content areas. Still other teachers need to be able to adapt and expand learning experiences effectively for those students who learn differently, have unique preferences about their learning, or who have disabilities that impede or obviate some kinds of learning in favor of others. Each team will also sometimes need the more specialized knowledge of a variety of other educational personnel who can assist the team in the design and delivery of communication, behavioral, physical, medical, cultural, linguistic, and family supports for those students who require them in order to learn well. Despite previous training, professional experience, or interests, the new role for all adults in schools is that of *teacher*.

Personalized learning and accomplishments. Traditionally, districts, states, and even countries have identified an "official" or "standard" curriculum—a set of things they expect students to know and/or be able to do at various points in their school careers. It is these expectations about content that are translated into learning materials like textbooks, teachers' manuals, and so on. The underlying logic of these approved standard curricula is that a student who learns this content is likely to be able to use it to become an active, contributing member of the community. Historically, this logic has served most teachers and students reasonably well. Many students have learned most of what is contained in the official curriculum and textbooks—those that did not were "ability grouped" into remediation tracks or special education. These students were also effectively "excused" from learning the official curriculum, or from being counted in the achievement test scores that measured a school or district's success at transmitting the official curriculum to its students. Some students were failed or dropped out.

In recent years, the increasing complexity of society and the broadened range of student diversity have made most educators less and less confident that learning the official curriculum has much bearing on the competence with which students will conduct their lives. Increasingly, educators in both general and special education are concerned that students use their learning in ways that make a difference in their lives outside school. The challenge for teachers is all manner of differences that students bring with them and that must be taken into consideration: different abilities, different interests, different family lifestyles and compositions, and different preferences for learning approaches. Students' linguistic background, socioeconomic status, and cultural heritage must also be considered as a part of curriculum and teaching decisions. Finally, some students have different ways of thinking and knowing that can aid learning if teachers design experiences to draw out and use these various intelligences (e.g., Armstrong, 1994; Gardner, 1993).

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Teachers in schools that are reinventing themselves are relying less and less on packaged curriculum materials as their primary source for lessons. Instead, they are working together to use a wide variety of educational and other "natural" materials to design teaching that is individually tailored to each student's unique mix of interests, abilities, and learning histories. The resulting personalized learning assures that students learn things that make sense to them and that they can use in their lives.

To some degree, individually tailored curriculum and teaching have always been devised by good teachers. They have always known that teaching and learning were two-way activities, involving transactions between teachers and students that were negotiated anew with each lesson and each new day. What is different about this period of reform is that the emphasis on each student's learning accomplishments is replacing the old "official" curriculum and its underlying logic. Of course, this shift is not without some dilemmas, as noted by Wiggins (1989):

> The inescapable dilemma at the heart of curriculum and instruction must, once and for all, be made clear: either teaching everything of importance reduces it to trivial, forgettable verbalisms or lists; or schooling is a *necessarily* inadequate apprenticeship, where *preparation* means something quite humble: learning to know and do a few important things well and leaving out much of importance. The negotiation of the dilemma hinges on enabling students to learn about their ignorance, to gain control over the resources available for making modest dents in it, and to take pleasure in learning so that the quest is lifelong. An authentic education will therefore consist of developing the *habits of mind and high standards of craftsmanship* necessary in the face of one's (inevitable) ignorance. (p. 45) [Emphasis in original]

Support rather than services. An important consequence of teachers working together to reinvent their curriculum and teaching practices is a shift in the focus of what schools do—from providing services to providing supports. Our history of separating out differences in order to repair them led previous reforms to focus on the most effective approaches and tools. The current reform effort's focus on valuing diversity and difference, rather than trying to change or diminish it, is resulting in the new metaphor of support. This is not to say that educators should discontinue trying to remediate or attenuate the effects of disability or disadvantaged home lives, or whatever else might be interfering with or slowing a student's growth, but rather, that, regardless of the results of efforts to fix or minimize deficits, individuals still can and should be supported as active members of their communities. The opportunity to participate in life must no longer wait until some standard of normalcy or similarity is reached.

This shift from services to supports has several important features. One has already been mentioned: "Support" implies that a student doesn't have to wait to become active in the community. Support also encourages a shift from viewing disability or difference in terms of individual limitations to a focus on environmental constraints. As a result, teachers and others are encouraged to make changes in the environment that might *support* an individual's learning and use of abilities rather than discouraging or constraining them.

Supporting learning necessitates a shift in our traditional individualized assessment and planning procedures from an emphasis on diagnosis and prescription to the provision of options and the encouragement of choices. Finally, a support metaphor for schooling encourages use of the same environments for all students and encourages the employment of both informal and formal supports. For example, many students may find that the most effective supports come naturally from classmates, not teachers. Perhaps the most important feature of the concept of support is that it is grounded in the perspective of the person receiving it, not the person providing it. We can no longer assume that a particular text, activity, or teaching mode will work to support any particular student's learning. The learning enterprise becomes a constant conversation between student and teacher to construct learning, document accomplishments, and adjust supports.

Components of Systemic Inclusion

General and special education reform literatures both include a number of resources that attempt to describe how the kind of fundamental change now being called for might be accomplished (e.g., Center on Organization and Restructuring of Schools, 1992; Roeher Institute, 1991; Sailor et al., 1989; Sizer, 1992; Villa, Thousand, Stainback, & Stainback, 1992). Taken together, these descriptions can be summarized in the following key features (Ferguson, 1992), which may help guide the reading of the different accounts in these chapters.

Students are learning members of their neighborhood school and participating members of the surrounding community. Reinvented schools incorporate all the children and youths in the neighborhood into the daily routines and life of the school. All students acquire the information, thinking skills, and competence that permit them to be active, socially valued participants in the school community and the larger surrounding community. Their learning experiences and activities are rich and varied and occur in different locations in the school building and in the community surrounding the school. The lives of children and youths outside school hours extend and reflect the relationships and learning they experience in school.

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Students, families, and community members contribute to the design, maintenance, and effectiveness of the school community. The reinvented school clearly defines ways for family members, students, and other community members to participate in the development of the school's mission and accomplishments and to contribute ideas for the generation and allocation of the school's fiscal, human, and material resources. This broader school constituency contributes to the ongoing life and effectiveness of the school in a variety of direct and indirect ways.

All faculty and staff contribute to the design, maintenance, and effectiveness of the school community. Similarly, reinvented schools actively solicit and systematically use all faculty and staff in defining and managing the school's operations. Faculty and staff participate in developing and using the school's mission and accomplishments to continually improve the effectiveness of the school for both students and adults. Faculty and staff participate in resource generation and allocation as well as the school's operational duties and responsibilities. All faculty and staff contribute, not only in terms of their officially designated roles, but also their specialized work knowledge and abilities and personal skills and interests to enrich the creativity and effectiveness of the school's operation and accomplishments.

Teachers share responsibility for curriculum development, teaching, and problem-solving for all students. Reinvented schools approach teaching as a shared responsibility among teachers and between teachers and students. Teacher teams collaborate on the development of curriculum and teaching plans in solving students' learning problems and in teaching.

Individual students' experiences of the curriculum are age-appropriate and referenced to family and community. The students in reinvented schools experience learning that is tailored to their learning abilities, preferences, and outside interests. Teachers systematically collect information from students and families about their lives outside school and about the way school can support students' interests and competence. Teachers have the time to know students adequately so that learning is tailored and information is shared with new teachers as students move through the school system.

Teaching is creative, varied, effective, and responsive to individual student learning. Teaching in reinvented schools is a flexible, dynamic interaction between the creativity and thoughtfulness of teachers and the eagerness and interests of students. Students are actively engaged, not just in the subject matter, but in the excitement of learning and of exploring new capacities with their peers and with their teachers.

Individual classrooms and the school as a whole are efficiently organized and managed. The operations of the school support the central mission and accomplishments of the teachers and the learning enterprise. People, time, operations, and information are organized for efficient operation without deflecting the attention of either adults or students from the school's central effort.

SUMMARY

Public education is in an exciting period of change, and perhaps for the first time, change in all parts of the system will begin to coalesce. Over the next decade, schools will be reinvented from the bottom up *and* from the top down. There will be shifts in the way teaching and learning occur for both teachers and students, in the experience of work for teachers, and in the distribution of power among schools, communities, and governance structures (Elmore, 1990). Such fundamental changes are arduous, painful, and slow (Fullan & Miles, 1992; Sizer, 1992), in part because the task is so large and complex. Nevertheless, there is an increasing clarity about "what really counts in schools" (Eisner, 1991) and how to achieve this newly articulated agenda (e.g., CASE, 1993; Fullan & Miles, 1992; NASBE, 1990; Noddings, 1993; Oakes & Lipton, 1990; Osborne & Gaebler, 1993). The teachers and students, families and administrators, specialists and assistants in the schools portrayed in this book have accepted the challenge and engaged the task. We hope they will assist you and your schools to do the same.

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The Changing Role of Special Educators: A Development Waiting for a Trend

By Dianne L. Ferguson and Ginevra R. Ralph

It is difficult to locate an issue or development that is not touched, in one way or another, by the broader trend of inclusion. Despite ongoing debates, inclusion reforms have generated at least two quite visible results: (a) general education classroom diversity increasingly includes the diversity of disability, and (b) separate special education classrooms are gradually decreasing in number. As a consequence of both of these trends, the role and daily duties of special educators is shifting from classroom teacher to a variety of specialist, support, consultative, and generally itinerant roles. Here, we reflect on this shift in role and the implications for teacher education and continuing professional development.

The 'Traditional' Special Educator

First, it is useful to briefly review who these special educators are that are being asked to change roles. Historically, we have prepared special educators exclusively to work with students with specific disabilities. Many state licensure systems are categorical, licensing teachers to work with students with "learning disabilities," "behavioral disorders," and "mental retardation," or even specific levels of severity as in "*severe* emotional disturbance" or "*severe and profound* mental retardation." Further, special educators have traditionally earned stand alone licenses rather than endorsements added to a license in general education. The underlying assumption of these licensing practices is that students with disabilities need highly specialized curricula and instruction to remediate, or at least ameliorate, the effect of their disabling impairments.

Consequently, although current trends in licensure across the country reflect a shift to fewer and more general categories, most special educators now working in our changing schools have been prepared to work with a relatively narrow group of labeled students, usually in separate environments. While some eventually have acquired a solid understanding of general education curriculum, teaching, and organization, many serve the parallel system of special education with little or no professional interaction with general education and general educators.

The Changing Role

In response to the pressures of inclusion, as well as some other national and state reform initiatives, these very special educators are moving out of their classrooms and resource rooms to become "inclusion facilitators," "inclusion teachers," "support specialists," and "teacher consultants" to name just four emerging job titles. For advocates of inclusion, this shift in role represents movement toward merging the parallel systems of general and special education into

> a single unified system of public education that incorporates all children and youth as active, fully participating members of the school community; that views diversity as the norm; and that ensures a high-quality education for each students by providing meaningful curriculum, effective teaching, and necessary supports for each student (Ferguson, 1995, p. 286).

For others, this shift in role threatens a loss of tradition, status, influence, and the very core of what makes special education *special*. That special core involves being able to bring highly specialized and technical teaching approaches to individual students in order to attenuate, and sometimes repair, highly individual and idiosyncratic differences in cognitive functioning and learning accomplishments (e.g., Gallagher, 1994).

Regardless of the position one takes on inclusion as a desirable reform, the shifting roles are real for an increasing number of special educators. Descriptions vary, but the new role includes being a "team member," an "adapter of curriculum," a "provider of technical assistance," a "coordinator, developer, and organizer of support for students and teachers in inclusive settings," and "an assistant to

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all students, not just labeled students" (Cameron, 1994; Katul, 1995; Stainback & Stainback, 1990; Villa & Thousand, 1995).

Our own research (Cameron, 1994; Katul, 1995; Ferguson, Ralph, Cameron, Katul, in preparation) is helping us to appreciate the limitations of this changing role of special educators. So far, we have identified at least three issues special educators are facing in their effort to adapt to this new form of practice.

Special educators have limited knowledge about general education and its practices, while general educators remain equally uninformed about special education.

The Logistical Dilemmas

As teachers leave their separate classrooms to ply their skills in other teachers' classrooms, the logistical problems of decentralized service delivery become real and challenging. Some must travel between several schools, but even those who only travel within a single building face the management challenge of scheduling time with each of their students—and they do remain "their" students—within the constraints of other teachers' constantly changing and rarely predictable schedules. At best, these traveling teachers are able to deliver effective teaching some of the time. At worst, their students may learn less while suffering increased visibility as being different by virtue of the special attention and the unresolved question of teacher ownership. Such visibility can risk the fragile social connections the students might otherwise make with their peers.

Furthermore, while "not enough time" is the ubiquitous slogan of all teachers, for these peripatetic teachers without classrooms, the slogan takes on the reality of simple fact: not being able to directly teach their dispersed students to their professional satisfaction. Neither can they effectively serve as "curriculum collaborators" and "team teachers" when their students' teachers may be components of many different teams.

The Personal Loss

Special educators, like most educators, enter their profession to teach children. They enjoy being around children and youth. They are challenged by the search for ways to help children learn. They are rewarded by the resulting growth, however small or great, each student achieves. Too many newly designated special educators now find themselves quickly shifting away from teaching children and youth to teaching teachers or teacher assistants. To be sure, there are some compensations, but many struggle to find the same satisfactions in the more indirect efforts to influence and enable other educators to teach their former students. They worry privately about the logic of using personnel who prepared to teach to support teacher assistants who possess no such preparation. Apart from the variables of their own skills in teaching and supporting adults, and apart from the new teachers' just-blossoming abilities or the very real limits of many teacher assistants, the loss of *teaching* children can be a most personal one.

The Ironies of Expertise

Special educators become itinerant specialists or support teachers based in part on the assumption that they have a special expertise to share with "general" educators who now have been charged to teach students believed to have more complex learning needs than they have previously seen. Their own initial preparation programs participated in the assumption by teaching them to identify "different" students for referral. If suspected disabilities were confirmed (and referral has a high probability of resulting in identification of disability), students would leave their rooms for more expert instruction and appropriate curricula. Thus were both general and special educators needed to construct the parallel systems.

To be sure, special educators sometimes possess quite specific expertise in special instructional technologies, certain forms of assessment, educational law, physical modifications and adaptations, and information about how to manage a variety of other relatively rare events and issues. Unfortunately, when such specialized information is decontextualized, interpolating it for general education content, assessment, and curriculum development is nearly impossible.

Finally, the role shift to *support specialist* or consultant assumes that previous special educators are also experts in consultation and adult learning. Yet, few special educators received enough preparation in teaching adults to permit them to meet the highly variable needs and issues of the teachers they must support. For their part, general educators are often unclear about what kinds of support to ask for, making it doubly difficult for the specialists to relinquish their status as holders of special knowledge.

Encouraging 'Mixed-Ability' Groups of Teachers

We have spent several generations creating a system of public education where forms of information as well as people are carefully separated. Special educators have limited knowledge about general education and its practices, while general educators remain equally uninformed about special education. As schools struggle to respond to the pressures of increasing student diversity, shrinking resources, and demands to accomplish more for every student, both groups of educators need the very expertise they lack.

At the same time, it seems foolhardy to believe that a single teacher could possess *all* the skills to create rich and effective learning opportunities for all children regardless of their family, socioeconomic, cultural, linguistic, ability, or learning differences.

Instead, we support and encourage an emerging trend in teacher education and licensure that prepares all teachers with a common core of knowledge and capacity in the theories and strategies of the teaching/learning event and, then, systematically expands all teachers' capacity to use those basic skills across more and more student diversity through continuing professional development.

Many teacher education programs have for some time made an effort to initially prepare both special educators and general educators with some exposure to the partner discipline. Increasingly, however, the effort is shifting from token exposure to substantive capacity building, but over time, recognizing that being an effective teacher in today's schools requires continuing professional development in many potential areas of expertise.

A few programs are trying to integrate the content of general and special preparation into a single seamless program; but regardless of the specific strategy, it seems clear that the teachers in 21st century American schools will need three things. First, they will need a basic capacity to construct effective learning experiences for a wide range of students, very likely including students with various disabilities. Second, since they will still not possess all the capacity to educate every possible student, they will also need the ongoing assistance of teacher colleagues who might possess experience and expertise they lack. Finally, they will need the opportunities for ongoing professional development to acquire additional expertise as needed to support the learning of both their students and their colleagues.

Perhaps such *mixed ability* groups of teachers will better be able to support both the students and the agendas of the 21st century more successfully than our current efforts to graft the knowledge of special education onto general education through the role of itinerant specialists.

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The Real Challenge of Inclusion

Confessions of a 'Rabid Inclusionist'

BY DIANNE L. FERGUSON

The new challenge of inclusion is to create schools in which our day-to-day efforts no longer assume that a particular text, activity, or teaching mode will "work" to support any particular student's learning, Ms. Ferguson avers.

Illustration by John Berry

ABOUT A YEAR ago, a colleague told me that my work was constrained by the fact that "everyone" thought I was a "rabid inclusionist." I was not exactly sure what he meant by "rabid inclusionist" or how he and others had arrived at the conclusion that I was one. I also found it somewhat ironic to be so labeled since I had been feeling uncomfortable with the arguments and rhetoric of both the anti-inclusionists and, increasingly, many of the inclusionists. My own efforts to figure out how to achieve "inclusion" — at least as I understood it — were causing me to question many of the assumptions and arguments of both groups.

In this article, I wish to trace the journey that led me to a different understanding of inclusion. I'll also describe the challenges I now face — and that I think

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we all face — in trying to improve our schools.

The Limits of Our Reforms

Despite our best efforts, it was clear to my husband and me that even the possibility of "mainstreaming" was not open to our son Ian. Although mainstreaming had been a goal of the effort to change the delivery of special education services since the late 1960s, the debates never extended to a consideration of students with severe disabilities. Indeed, it was only the "zero reject" provisions of the Education for All Handicapped Children Act (P.L. 94-142) in 1974 that afforded our son the opportunity to attend school at all — albeit a separate special education school some 20 miles and two towns away from our home. What that landmark legislation did not change, however, were underlying assumptions about schooling for students designated as "disabled."

Since special education emerged as a separate part of public education in the decades spanning the turn of the century, the fundamental assumptions about students and learning shared by both "general" and "special" educators have not changed much. Despite periodic challenges, these assumptions have become so embedded in the culture and processes of schools that they are treated more as self-evident "truths" than as assumptions. School personnel, the families of schoolchildren, and even students themselves unquestionably believe:

- that students are responsible for their own learning;
- that, when students don't learn, there is something wrong with them; and
- that the job of the schools is to determine what's wrong with as much precision as possible, so that students can be directed to the tracks, curricula, teachers, and classrooms that match their learning-ability profiles.

Even our efforts to "integrate" and later to "include" students with severe disabilities in general education failed to challenge these fundamental assumptions. Indeed, these special education reform initiatives have served more to reinforce them.

Unlike mainstreaming, which was grounded in debate about where best to provide the alternative curricular and instructional offerings that students with disabilities need, the reform initiatives of integration and later of inclusion drew much more heavily on social and political discourse. From a democratic perspective, every child has a right to a public education. For those moderately and severely disabled students who had previously been excluded from schooling on the ground that they were too disabled to benefit, the application of a civil rights framework gave them the same status as any minority group that was widely disenfranchised and discriminated against.[1] The essential message of integration was to remediate social discrimination (not so much learning deficits) by ending stigmatizing and discriminatory exclusion.

We sought this more "normalized" schooling experience for Ian, advocating actively for placement in a typical public school rather than in a separate school. Unfortunately, the efforts of professional educators to balance the right of students to be educated with the still unchallenged and highly individualized deficit/remediation model of disability most often resulted in the delivery of educational services along some continuum of locations, each matched to the constellation of services believed to "fit" the identified type and amount of student deficit and disability.

For someone like our son, with multiple and severe disabilities, the result was self-contained classrooms that afforded only the briefest contact with nondisabled students. The integrationists' promise that the mainstream would tolerate and perhaps even incorporate more differences in abilities remained largely unfulfilled. Even when some students found themselves integrated into general education classrooms, they often did not reap the promised rewards of full membership.

Yet we could see the promise of something else. Ian's first experience in a *public* school was when he was about 10. He was assigned to a new self-contained classroom for "severely and profoundly handicapped" students. This new classroom was located in the "physically handicapped school," where all students with physical disabilities were assigned because the building had long ago been made accessible, unlike most other school buildings in town.

Because we hoped he would have some involvement with nondisabled peers, we lobbied the school administration for a policy that permitted two kinds of "mainstreaming": one kind for students who could learn alongside their peers with some extra teaching help and anothe[illegible]d for students like Ian, who could not learn the same things but might benefit by learning other things. It took months of discussion, but finally the grade 5 class down the hall from Ian's self-contained room invited him to join it for the "free" times during the day when students got to pick their own games and activities. The teacher was skeptical but willing and sent students to collect him for some part of nearly every day.

One day a small group of students invited Ian to join them in a Parcheesi game. Of course, he had no experience with the game and probably didn't grasp much of it. It could be argued, I suppose, that his lessons (at the separate school and class) on picking things up and putting them into cans offered him some ability to participate, but he would not be just another player like the other fifth-graders. The students, with no adult intervention, solved this participation problem by making him the official emptier of the cup of dice for all the players — something he could not only do, but relished. His role was critical to the game, and he got lots of opportunities to participate, since he was[illegible]ed to begin every player's turn.

Ian's experience in Parcheesi expanded over the year to include some integration in music, lunch, and recess with these same students. More important were the lessons his participation began to teach us about the possibilities of integration that we and others had not yet fully explored, especially regarding the ways that learning, participation, and membership can mean different things for very different children in the same situation.

However it was being implemented, integration also contained a critical flaw in logic: in order to be "integrated" one must first be segregated. This simple point led to the first calls for inclusion. According to this new initiative, all students should simply be included, by right, in the opportunities and responsibilities of public schooling. Like integration, however, these early notions of inclusion focused primarily on students with moderate to severe disabilities who most often were placed along the continuum of service environments furthest from general education classrooms.

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Unfortunately, neither integration nor inclusion offered much practical guidance to teachers who were engaged in the daily dynamics of teaching and learning in classrooms with these diverse students. The focus on the right to access did not provide clear direction for achieving learning outcomes in general education settings. Essentially, both of these reform efforts challenged the logic of attaching services to places — in effect challenged the idea of a continuum of services. However, the absence of clear directions for how services would be delivered instead and the lack of information about what impact such a change might have on general education led some proponents to emphasize the importance of social rather than learning outcomes, especially for students with severe disabilities.[2] This emphasis on social outcomes certainly did nothing to end the debates.

Inclusion as 'Pretty Good' Integration

The inclusion initiative has generated a wide range of outcomes — some exciting and productive, others problematic and unsatisfying. As our son finished his official schooling and began his challenging journey to adult life, he enjoyed some quite successful experiences, one as a real member of a high school drama class, though he was still officially assigned to a self-contained classroom.[3] Not only did he learn to "fly," trusting others to lift him up and toss him in the air (not an easy thing for someone who has little control over his body), but he also memorized lines and delivered them during exams, learned to interact more comfortably and spontaneously with classmates and teachers, and began using more and different vocal inflections than had ever before characterized his admittedly limited verbal communications. Classmates, puzzled and perhaps put off by him at the beginning of the year, creatively incorporated him into enough of their improvisations and activities to be able to nominate him at the end of the year not only as one of the students who had shown progress, but also as one who showed promise as an actor. He didn't garner enough votes to win the title, but that he was nominated at all showed the drama teacher "how much [the other students] came to see him as a *member* of the class."

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Ian's experiences in drama class helped me begin to understand more fully that *learning* membership was the most important dimension of inclusion and that it was an extraordinarily complex phenomenon, especially within classrooms.[4] It also prompted me to question other bits of the conventional wisdom about inclusion: Is inclusion all about place? Must it be full time? Is it okay for learning to take second priority to socialization and friendship? Does one always have to be traded for the other? Will students learn things that they can use and that will make a difference in their lives? Who will teach, and what will happen to special educators? And so on.

A three-year research effort followed, during which I learned a good deal about what inclusion is and isn't. Perhaps the most troubling realization was that — even when students were assigned to general education classrooms and spent most (or even all) of their time there with various kinds of special education supports — their participation often fell short of the kind of social and learning membership that most proponents of inclusion envision and that Ian achieved in that one drama class. Even to casual observers, some students seemed set apart — immediately recognizable as different — not so much because of any particular impairment or disability but because of what they were doing, with whom, and how.

During the years of our research, my colleagues and I saw students walking through hallways with clipboard-bearing adults "attached" to them or sitting apart in classrooms with an adult hovering over them showing them how to use books and papers unlike any others in the class. Often these "Velcroed" adults were easily identifiable as "special education" teachers because the students called them by their first names while using the more formal Ms. or Mr. to refer to the general education teacher. The included students seemed *in*, but not *of*, the class. Indeed, we observed teachers who referred to particular students as "my inclusion student." It seemed to us that these students were caught inside a bubble that teachers didn't seem to notice but that nonetheless succeeded in keeping other students and teachers at a distance.

We also saw other students "fitting in," following the routines, and looking more or less like other students. But their participation seemed hollow. They *looked* like they were doing social studies or math, but it seemed more a "going through the motions" than a real learning engagement. Maybe they were learning in the sense of remembering things, but, we wondered, did they know what they were learning? Or why? Or whether they would use this learning in their lives outside of school?

Even the protection of an individualized education program (IEP) — a key component of P.L. 94-142 and now of the updated Individuals with Disabilities Education Act (IDEA) — seemed yet one more barrier to real membership. Special education teachers became "teachers without classrooms," plying their skills in many places, following carefully designed and complicated schedules that deployed support personnel in the form of classroom assistants to teach, manage, and assist the "inclusion students" so that they could meet the goals and objectives of their IEPs. Classroom teachers struggled to understand how to "bond" with their new students.

> ***In trying to change everything, inclusion all too often seems to be leaving everything the same. But in a new place.***

Even more challenging was how to negotiate teaching. The peripatetic special educator usually remained primarily responsible for writing IEPs that only distantly related to the classroom teacher's curriculum and teaching plans. At the same time the general educator would strive to assume "ownership" of the shared student's teaching, often by following the instructions of the special educator. Special educators who were successful at moving out of their separate classrooms struggled with the sheer logistics of teaching their students in so many different places. They also struggled with whether they were teachers of students or teachers of other teachers. And some wondered what w[illegible] happen to them if the general educators ever "learned how" to include students without help.

Bursting Bubbles

Gradually I came to see these examples and the experiences that have been detailed elsewhere as problematic for everyone precisely because they failed to challenge underlying assumptions about student learning differences.[5] Too much inclusion as implemented by special education seems to succeed primarily in relocating "special" education to the general education classroom along with all the special materials, specially trained adults, and special curriculum and teaching techniques. The overriding assumptions remain unchanged and clearly communicated.

- These "inclusion" students are "irregular," even though they are in "regular" classrooms.
- They need "special" stuff that the "regular" teacher is neither competent nor approved to provide.
- The "special" educator is the [illegible]cially designated provider of these [illegible]cial" things.

In trying to change everything, inclusion all too often seems to be leaving everything the same. But in a new place.

My colleagues and I also saw lots of examples of things that did not remain the same, examples like my son's experience in drama class. The challenge was to try to understand what made these experiences different.

Gradually I began to realize that, if inclusion is ever to mean more than pretty good integration, we special educators will have to change our tactics. To resolve the debates about roles, ownership, accountability, student learning achievements, the meaningfulness of IEPs, and the achievement of genuine student membership in the regular classroom, we must begin with the *majority* perspective and build the tools and strategies for achieving inclusion from the center out rather than from the most exceptional student in. Devising and defining inclusion to be about students with severe disabilities — indeed, any disabilities — seems increasingly wrongheaded to me and quite possibly doomed to f[illegible]t

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can only continue to focus everyone's attention on a small number of students and a small number of student differences, rather than on the whole group of students with their various abilities and needs.

Inclusion isn't about eliminating the continuum of placements[6] or even just about eliminating some locations on the continuum,[7] though that will be one result. Nor is it about discontinuing the services that used to be attached to the various points on that continuum.[8] Instead, a more *systemic* inclusion — one that merges the reform and restructuring efforts of general education with special education inclusion — will disassociate the delivery of supports from *places* and make the full continuum of supports available to the full range of students. A more systemic inclusion will replace old practices (which presumed a relationship between ability, service, and place of delivery) with new kinds of practice (in which groups of teachers work together to provide learning supports for all students).

Inclusion isn't about time either. Another continuing debate involves whether "all" students should spend "all" of their time in general education classrooms.[9] One form of this discussion relies largely on extreme examples of "inappropriate" students: "Do you really mean that the student in a coma should be in a general education classroom? What about the student who holds a teacher hostage at knife point?" Other forms of this argument seek to emphasize the inappropriateness of the general education classroom for some students: "Without one-to-one specialized instruction the student will not learn and his or her future will be sacrificed." Another version of the same argument points out that the resources of the general education classroom are already limited, and the addition of resource-hungry students will only further reduce what is available for regular education students.

Of course these arguments fail to note that labeled students are not always the most resource-hungry students. Indeed, when some students join general education classrooms, their need for resources diminishes. In other instances, the labeled student can bring additional resources that can be shared to other classmates' benefit. These arguments also fail to note that the teaching in self-contained settings, as well as the resource management, can sometimes be uninspired, ordinary, and ineffective. Consider how many students with IEPs end up with exactly the same goals and objectives from year to year.

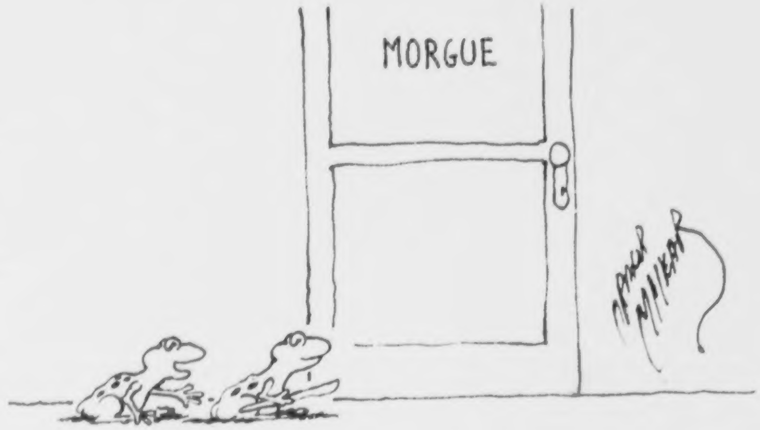
Like the debates about place, debates about time miss the point and overlook the opportunity of a shift from special education inclusion to more systemic inclusion. *Every* child should have the opportunity to learn in lots of different places — in small groups and large, in classrooms, in hallways, in libraries, and in a wide variety of community locations. For some parts of their schooling, some students might spend more time than others in some settings. Still, the greater the number and variety of students learning in various locations with more varied approaches and innovations, the less likely that any student will be disadvantaged by not "qualifying" for some kind of attention, support, or assistance. If all students work in a variety of school and community places, the likelihood that any particular students will be stigmatized because of their learning needs, interests, and preferences will be eliminated. All students will benefit from such variety in teaching approaches, locations, and supports.

The Real Challenge of Inclusion

Coming to understand the limits of inclusion as articulated by special educators was only part of my journey. I also had to spend time in general education classrooms, listening to teachers and trying to understand their struggles and efforts to change, to help me see the limits of general education as well. The general education environment, organized as it still is according to the bell curve logic of labeling and grouping by ability, may never be accommodating enough to achieve the goals of inclusion, even if special educators and their special ideas, materials, and techniques become less "special" and separate.

It seems to me that the lesson to be learned from special education's inclusion initiative is that the real challenge is a lot harder and more complicated than we thought. Neither special nor general education alone has either the capacity or the vision to challenge and change the deep-rooted assumptions that separate and track children and youths according to presumptions about ability, achievement, and eventual social contribution. Meaningful change will require nothing less than a joint effort to reinvent schools to be more accommodating to all dimensions of human diversity. It will also require that the purposes and processes of these reinvented schools be organized not so much to make sure that students learn and develop on the basis of their own abilities and talents, but rather to make sure that all children are prepared to participate in the benefits of their communities so that others in that community care enough about what happens to them to value them as members.[10]

My own journey toward challenging these assumptions was greatly assisted by the faculty of one of the elementary



"Give me that scalpel, Herb. I want some payback."

No longer must the opportunity to participate in life wait until some standard of "normalcy" is reached.

schools in our research study on inclusion. Most of our research had really centered on the perspectives of special educators. While we talked with many other people in the schools, our access had always been through the special educator who was trying to move out into the school. Finally, however, we began to shift our attention to the *whole* school through the eyes of *all* its members. For me, it was a shift from *special education research* to *educational research* that also happened to "include" special education teachers and students. I began to learn the language of schooling, became able to "talk education" rather than just talk special education, and sought that same bilingualism for my students and colleagues through a series of reframed research and demonstration projects.

Learning about various reform agendas within education that support and facilitate systemic inclusion enormously reassured and encouraged me, and I have begun to refocus my efforts toward nurturing them. For example, in response to the changing demands of work and community life in the 21st century, some initiatives within general education reform and restructuring are focusing on students' understanding and use of their own learning rather than on whether or not they can recall information during tests. Employers and community leaders want citizens who are active learners and collaborators as well as individuals who possess the personal confidence and ability to contribute to a changing society.[11]

In response to these broader social demands, teachers at all levels of schooling are trying to rethink curriculum. They are looking for ways to help students develop habits of learning that will serve them long after formal schooling ends. In pursuit of this goal, they are moving from seeking to cover a large number of "facts" to exploring in more depth a smaller number of topics of interest and relevance to students.[12] An important aspect of this curriculum shift is that not all students will learn exactly the same things, even within the same lesson or activity.

These changes in general education are being pursued because of increasing social complexity and student diversity. Educators are less and less confident that learning one standard, "official" curriculum will help students achieve the kind of competence they need to lead satisfactory lives. Greater numbers of educators are concerned not so much that some bit of content knowledge is learned, but rather that students use their learning in ways that make a difference in their lives outside of school. The difficulty in making this happen in classrooms is that students bring with them all manner of differences that teachers must take into consideration. These include different abilities, of course, but also different interests, different family lifestyles, and different preferences about schools and learning. Students' linguistic backgrounds, socioeconomic status, and cultural heritage must also be considered when making curriculum and teaching decisions. Finally, some students have different ways of thinking and knowing — sometimes emphasizing language, sometimes motor learning, sometimes artistic intelligence, and so on.[13]

To general education teachers who are experimenting with these kinds of curricular and teaching reforms, students with official disabilities become different in degree rather than in type. Tailoring the learning event for them might require adjustments or supports not needed by some other students. But the essential process remains the same for all. Fear of "watering down" the official curriculum remains only for those classrooms that have not responded to the need for more systemic reform of curriculum and teaching. Classrooms and teachers seriously engaged in preparing students for the future have already expanded and enriched the curriculum to respond both to the demands for broader student outcomes and to the different interests, purposes, and abilities of each student.

A New Inclusion Initiative

These are just a few of the ongoing discussions within general education. Th[illegible] are many more. Some, like the pres[illegible] to articulate new national standards and benchmarks, are less clearly supportive of student diversity. Reform initiatives are emerging from all parts of the system — from the efforts of small groups of teachers to those of state and federal policy makers. Often these various pressures for change contradict one another, but in the end all will have to be accommodated, understood, and transformed into a single whole.

Changing schools at all, never mind actually *improving* them, is an extraordinarily complex and arduous task. Public education is like a web: each strand touches many others, depending upon as well as providing support for the entire structure. Any change, even a small one, ripples through the web, sometimes strengthening, sometimes weakening the whole. When many things change at once, it is a time of both great risk and great energy.

Public education is in just such an exciting period of change. Perhaps for the first time, changes in all parts of the system can begin to converge. My own journey to understand inclusion has led [illegible] propose my own definition of inclus[illegible]

> Inclusion is a process of meshing general and special education reform initiatives and strategies in order to achieve a unified system of public education that incorporates all children and youths as active, fully participating members of the school community; that views diversity as the norm; and that ensures a high-quality education for each student by providing meaningful curriculum, effective teaching, and necessary supports for each student.

Perhaps there are "rabid inclusionists," foaming at the mouth over some specific change and having but little awareness of the challenge their agenda represents to fundamental assumptions. I suppose that there are also "rabid separatists," just as fanatically insisting on preserving the present system and similarly unaware of the fundamental assumptions that influence their positions.

My own journey led me to a different destination. It led me to take the risk of admitting that I have changed my [illegible]d

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about many things. (Perhaps it would be more accurate to say that I have not so much "changed" my mind as "clarified" and expanded my thinking.) I am still an advocate for inclusion, but now I understand it to mean much more than I believed it meant when I first began to study and experience it through my son. As I and others who share this broader understanding work to create genuinely inclusive schools, we will be encouraging people in schools, on every strand of the complex web, to change in three directions.

The first shift involves moving away from schools that are structured and organized according to ability and toward schools that are structured around student diversity and that accommodate many different ways of organizing students for learning. This shift will also require teachers with different abilities and talents to work together to create a wide array of learning opportunities.[14]

The second shift involves moving away from teaching approaches that emphasize the teacher as disseminator of content that students must retain and toward approaches that emphasize the role of the learner in creating knowledge, competence, and the ability to pursue further learning. There is a good deal of literature that seeks to blend various theories of teaching and learning into flexible and creative approaches that will accomplish these ends. The strength of these approaches is that they begin with an appreciation of student differences that can be stretched comfortably to incorporate the differences of disability and the effective teaching technology created by special educators.[15]

The third shift involves changing our view of the schools' role from one of providing educational *services* to one of providing educational *supports* for learning. This shift will occur naturally as a consequence of the changes in teaching demanded by diversity. Valuing diversity and difference, rather than trying to change or diminish it so that everyone fits some ideal of similarity, leads to the realization that we can *support* students in their efforts to become active members of their communities. No longer must the opportunity to participate in life wait until some standard of "normalcy" or similarity is reached. A focus on the support of learning also encourages a shift from viewing difference or disability in terms of individual limitations to a focus on environmental constraints. Perhaps the most important feature of support as a concept for schooling is that it is grounded in the perspective of the person receiving it, not the person providing it.[16]

The new challenge of inclusion is to create schools in which our day-to-day efforts no longer assume that a particular text, activity, or teaching mode will "work" to support any particular student's learning. Typical classrooms will include students with more and more kinds of differences. The learning enterprise of reinvented *inclusive* schools will be a constant conversation involving students, teachers, other school personnel, families, and community members, all working to construct learning, to document accomplishments, and to adjust supports. About this kind of inclusion I can be very rabid indeed.

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TALKING ACROSS BORDERS AND LANGUAGES: ENCOURAGING INTERNATIONAL RESEARCH DISCUSSION AND COLLABORATION

Dianne L. Ferguson & Gwen Meyer

As our world shrinks toward a global focus in many spheres of life, it seems ironic that our educational research remains determinedly provincial. If we can have global economies, global industries, global politics, global environmentalism, and even global culture; surely it is time to enlarge our educational conversations. The collaboration documented in this special issue began with the assumption that there is a good deal of redundancy in educational research across various countries and that talking together about our questions and our answers would advance both our efforts and our accomplishments. It is the "talking together" that we hoped might help us move beyond the "compare and contrast" that has long been part of our field toward some deeper understandings that might help us use the experiences of other countries to influence our own practices.

The specific focus of our collaboration was efforts in four countries to understand and improve the experiences of students traditionally defined as having disabilities or "special needs." The reforms of integration and inclusion challenge all dimensions of professional practice in modern schooling (Ferguson, 1995; Ware, 1995). The scope of discussion and investigations range from rethinking the content and purposes of schooling to the changing roles of educators, effects of various teaching practices, role of student interactions in learning, underlying assumptions that facilitate or impede practice, and effective strategies for creating fundamental change in school organization, operations and outcomes (Ainscow, 1995; Biklen, Ferguson & Ford, 1989; Skrtic, 1995). In fact, it is difficult to locate a current issue or development in education that is not touched in one way or another by the broader trend of inclusion, making the topic of inclusion particularly appropriate for international discussion. Of course, the forces for change in both general and special education vary somewhat from country to country. Various countries also have somewhat different histories with quite similar reforms (Hegarty, 1993; O'Hanlon, 1995; Organization for Economic Co-Operation and Development, 1995). We hoped to take advantage of these differences in research on inclusion and restructuring in four countries to elaborate the common themes and extend both discussion and understanding.

This particular collaboration, like so many, depended on a series of serendipitous events. Ferguson & Tetler had met in 1992 in Finland in the context of a course on qualitative research methods in special education and renewed their acquaintance in the summer of 1994 at a UNESCO – sponsored conference on "Beyond Normalization: Towards One Society for All" held in Reykjavik, Iceland. At the end of her presentation in Reykjavik, as Ferguson resumed her seat next to Emanualsson (the next presenter), he leaned over and said to her: "We could have written our papers in offices next to each other. You have pushed further in some directions, but our themes are the same." That exchange did indeed begin a small conversation about the similarities between our countries with regard to issues of disability and schooling reforms despite the very different cultural and policy climates within which we each dwelt. Two years later, while attending a presentation by Dianne and Phil Ferguson at an AERA conference, Peder Haug directed several questions and comments to them. This exchange also began a longer conversation that compared our research agendas. At the same time, Tetler traveled to Oregon, bringing her research and an interest in comparing the conclusions she was drawing with that of the research going on within Ferguson's research team.

These loose connections and beginning conversations created the context for our decision to collaborate on an AERA symposium proposal. Preparing the proposal set the stage for the discussion and conversation our brief encounters had encouraged us to seek. Fortunately, our proposal was accepted, offering the real opportunity to talk. We began by immediately sharing papers. Our challenge, however, was to maximize the benefits of talking together that the papers afforded. The overriding questions for our symposium discussions were: *What do we know about the results of inclusion reform efforts? Are we asking the right questions? Does the information generated by our research assist in answering the questions that need to be asked?*

As we read each others' work, we found that the papers ranged from analyses that critiqued and deconstructed current special education practices to papers reporting the results of current efforts to reconstruct and restructure practices in ways that responded to such critiques. Emanualsson's paper offered a conceptual analysis of the language of special education reform with a particular emphasis on how the notions of diversity and deviance influence both our practice and our reforms. He argued that although concepts like "integration," "segregation," "inclusion," and "exclusion" are usually related to special education, they should be understood as general education concepts as well. Drawing upon historical perspectives and data from ongoing research projects, Emanuelsson attempted to problemetize the relations between diversity and deviance. In so doing he argued that deviance must be transformed into diversity if inclusion is to succeed, but in doing so, we must be cautious not to turn diversity into deviance (Pugach

& Seidl, 1996). He dealt with integration from a developmental perspective and as processes within groups. In the end, he argued that there is too little research elucidating this perspective on integration and inclusion in Sweden and in many other countries.

Persson argued that "special needs" has become a relational concept rather than a reified category, in much the same way that others have before him (Biklen et al., 1989; Skrtic, 1995; 1991). By regarding special education from this perspective, Persson was able to show that its functions in the educational system appear to be more contradictory and anomalous than if regarded as a rational, just, and functional device serving as help for disadvantaged pupils. The database Persson used is part of a longitudinal study of five representative cohort samples of pupils in Sweden from 1977 and 1982. Drawing upon both qualitative and quantitative data to demonstrate the relational nature of special education, Persson concluded that special education should be characterized as a natural part and consequence of schools' education practices in general.

Haug provided a broader policy perspective in his description of the development of an integration policy in Norway. In current Norwegian legislation and curricula, the concept of "adjusted education" is used to underscore the right help being available to all students so that they might receive an education adapted to individual personal needs, interests, and capabilities in their neighborhood school. The Education Act does not refer to disabilities or any categories of disability and as a consequence neither education nor special is linked to categories of disability. He went on to detail the tradition, basis, and results of special education research related to this policy and expanded upon four main issues related to the only partially implemented and realized policy.

Tetler began to move our conversation toward reconstruction by presenting research that confirmed, as others had found (Ferguson, 1995; Ferguson & Meyer, 1996; Ralph & Katul, in press), that many students who had been included in general education still experienced isolation. Despite individualized lessons, students were expected to adapt to the principles of mainstream education rather than the reverse. As a consequence, she pointed out, the success or failure of inclusion often depended on the adaptability of individual students, rather than the adaptability of the group, as Emanuelsson argues must occur. Tetler went on to detail the context, processes, and relationships that must be present in truly inclusive classrooms.

Ferguson, who had been working with schools to embed the reform of inclusion within broader school restructuring efforts, continued the focus on reconstruction. Her research used a variety of specific methods associated with an interpretivist approach to research, while also seeking to be collaborative and participatory through the negotiation of individual research agreements with each participating schools. In the end, she argued for a focus on three overarching issues, and three arenas for focusing activity toward general education restructuring that would successfully incorporate students with disabilities.

Enlarging the Discussion

As the sequential relationship among our papers became clear to us through our e-mail exchanges, we decided not only to organize the AERA symposium in this order, but also to try to engage our audience in moving the discussion forward. The exact format emerged only after several e-mail exchanges, each offering a different idea for how to expand our conversation to include the audience. As with many plans, the final event did not exactly conform to our original ideas. Nevertheless, we left our session having had a larger conversation.

In the end, we each presented the main points of our papers in 3-4 minutes. Ferguson then provided the framework of three key issues that must be resolved if inclusion as a special education reform is ever to be realized in the context of compulsory education in any of our countries. The three issues were:

> **Issue 1:** How does special education become an integral part of public schooling?
>
> **Issue 2:** How will higher education, various research organizations, educational labs, institutes, and other research organizations in both general and special education need to change?
>
> **Issue 3:** How should families, individual community members, community agencies, and businesses participate in large-scale school change?

Once these issues were framed, the audience was divided into about six or seven groups who were asked to discuss the three issues in light of the content we had provided in the overviews of our papers. Our plan was to follow this group discussion with a "guided conversation" among the presenters who had circulated among the groups. The logic was that we might have learned from the groups some interesting ideas that would extend our own group conversation. We would share our reactions, relating them to our papers in a lively discussion thinking in front of the audience that had so informed us. Our plan to later enlarge the conversation to include the listening audience would only further expand the "talking together" we had originally hoped would help us use the information available from different countries. On the whole, our plan "worked" in the sense that we believed that our conversation was extended. The details were adjusted, of course, in that our "guided conversation" quickly enlarged to a whole group discussion that lasted for some time and brought in the ideas and experiences of people from several other countries.

Nevertheless, we believe that these three issues remain important points of departure for discussion. We were invited by some of the members attending our symposium to enlarge our e-mail discussion to include members from several other counters. We have only done a fairly ordinary job of including these new perspectives into our conversations and it remains our challenge to continue to expand our horizons. We hope that readers of this issue will begin their own conversations and include us as they see fit. We cannot but benefit from talking together.

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This article will be published in
The International Journal of
Educational Research

CHANGING TACTICS: EMBEDDING INCLUSION REFORMS WITHIN GENERAL EDUCATION RESTRUCTURING EFFORTS

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For more than two decades special educators in various places of the globe have been pursuing reforms in the design and delivery of special education services and supports. (Dalmau, Hatton & Spurway, 1991; Fullan, 1991; Fullwood, 1990; Gartner & Lipsky, 1987; O'Hanlon, 1995). We have, or have had, *mainstreaming, integration, reverse mainstreaming, inclusion, inclusive schooling, inclusive schools*, and *schools for all.* Certainly these various slogans have meant different things in different countries at different times, and different things over time in single countries. Some initiatives have relied upon civil rights discourse to argue against separate, segregated or variously differentiated forms of schooling. Other reforms have focused more on how to incorporate specially designed, technically different, but needed teaching practices into general education settings and activities. Some reforms emphasized the needs of students with relatively mild, but troublesome, learning differences; others emphasized the needs of students with significant, even quite severe and multiple disabilities.

Despite differences in meaning and focus, a common vision of what these variously named reforms might mean is clearly emerging. In different ways, some countries have reached the conclusion that people with disabilities have a natural and rightful place in our societies. Schools, as one part of that society, should mirror this broader commitment. Of course, it is the resultant discussions, dilemmas, challenges, and questions that have occupied educators ever since, as they have tried to understand not just what such a commitment might mean, but how to make it happen.

After years of research and effort in pursuit of a greater understanding of inclusion, there is now growing certainty among some educators that inclusive reforms in special education must be pursued in terms of the general education restructuring and improvement (Ferguson, 1995a; Berres, Ferguson, Knoblock & Woods, 1996; National Association of State Boards of Education, 1990; Pearman, Huang, Barnhart, & Mellblom, 1992; Sailor & Skirtic, 1995; Skirtic, 1995; Tetler, 1995). Indeed, some have argued that unless this merging of effort occurs, special education reforms will only achieve partial success at best and may even end up reinforcing and maintaining the very assumptions and practices that the reforms seek to change.

The question of what needs to be different in schools seems much larger than inclusion, special educators, or students with disabilities. It is about what schooling should be and could accomplish. As Eliot Eisner has put it, the question is "What really counts in schools?" (Eisner, 1991). Answering Eisner's question in the day to day life of schooling involves consideration of much more than students with disabilities and special educators.

General educators, too, are realizing that the efforts of renewal and reform that seemed adequate to resolve the educational problems of the past will simply not suffice.

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Doing better and more efficient schooling work (renewal) or changing existing procedures, rules, and requirements to accommodate new circumstances (reform) will not quiet the need, or calls for changes as we approach the next millennium. Instead, educators now argue, schools must begin to engage in the activities that will change the "fundamental assumptions, practices and relationships, both within the organization, and between the organization and the outside world. in ways that lead to improved student learning outcomes" (Asuto, Clark, McGree & de Koven Pelton Fernancez, 1994; Conley, 1991, p. 15; Elmore, 1996). Since many of these fundamental assumptions helped to create the very separateness special education reforms seek to diminish, it is just such fundamental changes that might realize the vision of inclusion.

Yet in a recent review Cohen found "little evidence of direct and powerful links between policy and practice" (1995, p.11). Schools continue to struggle with an increasing diversity of students who challenge the common curriculum and ability-grouping practices long dominant throughout the system. At the same time, advancements in theories and practices of teaching and learning are leading to new focus on students' understanding and use of their learning rather than recall of facts or isolated skills. Even more challenging, students must demonstrate use or performance of their learning. Since those uses and performances might vary according to students' particular abilities, interests, and life purposes, how then do teachers respond to calls for a single higher standard of achievement? In the face of such conflicting messages and challenges, school professionals are also facing rapid erosion of financial support and public respect. Not only are they being asked to "do more with less," but also they are blamed for being incompetent for not accomplishing such an impossible task.

Issues and Actions

As we are beginning to realize (Asuto, et al., 1994; Clark & Asuto, 1994; Fullan, 1994; 1996), changing schools is both a nonlinear and bi-directional task. "Top down" policy changes must be met by "bottom up" changes in capacity, commitment and coherence among teachers, students and families if changes are to become more than superficial accommodations. At the same time, there is no single roadmap for achieving deeper change. Local events, resources, and personal dynamics combine to create for any particular school or district a unique choreography of change, characterized as much by stepping back as by stepping forward. Teachers and parents must become active co-constructors of new school communities, collaborating with one another, with students, and local community members (Berres et al., 1996; Council of Administrators of Special Education, 1993; Cohen, 1995; Dalmau et al., 1991; Darling-Hammond, Ancess & Falk, 1995; Ferguson, 1995a). If fundamental change is to occur in teaching/learning for teachers and students, and the dual systems of special and general education merged into a unified system of all students, we must resolve three issues:

Issue 1: How does special education become an integral part of public schooling? Experience and research have well elaborated the complexity of this issue. One of the most straightforward questions involves how to deliver the specialty and support services long associated with special education. Another involves whether or not such integration requires specialized personnel or personnel with various specialties. And perhaps most challenging is what to do with the current special educator complement who may not have the capacity to shift to new roles easily?

Issue 2: How will higher education, various research organizations, educational labs, institutes, and other research organizations in both general and special education need to change? In the same way that relationships in school will need to change, our relationships in higher education and research must be different.. Can we learn from each other or are the contingencies in such organizations incompatible with the very kind of cross pollination we are asking of school teachers? Are we asking the right questions, or do we need to refocus our efforts into arenas that are more directly responsive to the "definition of the situation" of people in schools?

Issue 3: How should families, individual community members, community agencies, and businesses participate in large-scale school change? Many of our reforms have been slowed down, sometimes thwarted, by the families of the students our reforms seek to serve. It seems there is much room for improved communication and involvement with the families and communities in which we expect our students to use their learning. We could also consider the ways in which parents and other community members might contribute both knowledge and resources to school agendas.

This paper summarizes what my research team and I are learning after three years of investigating these three issues in collaboration with schools in three rural districts in Oregon. Our involvements with the schools in the three districts have varied in time as well as tasks. Yet taken together, our efforts are documenting the ways in which schools are working to support the inclusion of students with disabilities along with the gradual restructuring that could result in the kinds of fundamental changes that will lead to better learning for students and teachers alike.

Legislation begun in 1987 and culminating in Oregon's *Educational Act for the 21st Century* (HB 3565) put Oregon in the forefront of the national calls for comprehensive school reform and restructuring with goals that meet and exceed those of *Goals 2000*. Hallmarks of the Act include an emphasis on identifying high outcome-based standards for all students with grade-level benchmarks, performance-based assessments, common curricular aims, emphasis on essential learning skills, use of developmentally appropriate practices and mixed age grouping at the elementary level and a new focus on career development and practice leading to certificates of initial and advanced mastery at the secondary level.

A simultaneous statewide initiative called "supported education" called for local school districts to move toward a flexible and creative array of supportive education services to provide a free appropriate public education to students with disabilities in general education classrooms. This initiative has been one of five major goals for special education since 1989. Currently virtually all of the local and regional education service districts have responded by restructuring services to students with disabilities so that they are more fully included in the learning life of the school community. In fact, according to 1995 data, 72% of students with disabilities in Oregon are receiving their schooling in general education classrooms compared to 63% in 1991.

These dual agendas set the stage for our collaborative research agreements with schools and districts to help them blend these initiatives together. The specific opportunity afforded by the reforms was the requirement that all districts, and thereby schools, develop individual school profiles upon which to base school improvement plans which would serve as templates for implementation of the various aspects of the comprehensive reforms. A strongly recommended strategy for implementing reforms was to pilot ideas using action research projects and then broadly disseminate successful ideas.

Our *Reinventing Schools Research Project* (Ferguson, D., Ferguson, P., Rivers & Droege, 1994b; United States Department of Education, 1996) targeted two strands of participatory research activity, each aiming toward a different level of the change effort. The first focused on developing collaborative research agreements with a small number of schools. Our thinking was that we could contribute to their school-wide profiling and action research agendas and in so doing would learn a good deal about embedding inclusion goals into broader school restructuring goals. Our second strand focused on supporting the efforts of individual teachers through both continuing professional development and practitioner action research. Figure 1 illustrates our activities across both strands, by our evolving collaborative strategies which I then briefly summarize.

Figure 1 goes here

Strategies for Working with Schools

We have reported the details of our efforts and results elsewhere, though both our results and writing continue (Ferguson, 1995a; Ferguson, 1995b; Ferguson, 1996a; Ferguson, 1996b; Ferguson & Meyer, 1996; Ferguson & Ralph, 1996; Ferguson, Ralph & Katul, in press, Ferguson, in press). Here we will only briefly summarize three procedural strategies we came to rely upon

As we began negotiating research agreements, it was clear to us that the effort to work together as a whole school was a new challenge for most school faculties. In response to this situation we sought to help schools develop and gradually institutionalize more comprehensive information systems upon which to base their improvement planning. Specifically, we helped schools develop and use qualitative-style surveys of parents, teachers, and students that were user friendly and generated rich information that could be summarized relatively easily with our help. We also conducted in-depth interviews and observations within some schools to gather more information about practices and preferences of school faculty with regard to a variety of reforms. Not all our efforts are finished. We are still working within and across schools to embed these broader systems of data collection in continuous improvement processes.

A second important strategy involved a change for us in how we thought about and designed opportunities for continuing professional development. Well-educated and supported teachers have always been the backbone of school reform. Yet all too often our previous educational reforms have underinvested in teachers (Cremin, 1965; Darling-Hammond, 1995). Our experience, supported by the literature (Baumgart & Ferguson, 1991; Goodlad, 1990; Grimmet & Erickson, 1988; Schon, 1983; Sarason, 1986) suggested to us that the traditional division of teacher education into preservice and inservice components is no longer viable, if it ever was (Ferguson, Dalmau, Droege, Boles & Zitek, 1994a). In response we developed a set of professional development alternatives (Ferguson, D., & Ferguson, P., 1992; Ferguson et al., 1994a).

The most comprehensive offering has been a four-course sequence that occurred one night a week through the academic year, concluding with a two-week intensive course in June. During the period since Fall 1992 we have had roughly 250 teachers and other school staff participate in this course sequence; around 35-40 of these participants have been from the districts with which we have also pursued collaborative research. Teaching courses is certainly the currency of universities. In these instances, however, the agendas and constraints district teachers brought to our classes changed our teaching practice. The effort to use the practices we sought to teach not only made our professional development offerings more accessible but contributed to our increasingly collaborative relationships with schools.

Our final strategy for collaborating with the school improvement involved working with individual teachers to use action research to implement reforms in their own practice. The teachers involved also participated in the yearlong professional development course sequence, and in most cases, their action research efforts targeted using some idea, tool, or approach gleaned from these courses. In this way the content of the professional development efforts were validated through the individual action research projects.

Focusing Change in Three Action Arenas

Unfortunately, and certainly unintentionally, much of the professional and popular literature about inclusion has focused attention on "all students" – a phrase that is fast becoming special education advocacy code for trying to ensure the rights of still excluded learners. Yet for the values embedded in the notion of inclusion to ever become an integral part of our schools, we must focus on more than all **students**. Rather, we must enlarge our perspective to **all** teachers, **all** curricular reforms, **all** teaching reforms, **all** support personnel, **all** policies, **all** strategies for student assessment, and so on.

Our experiences with the schools, districts, and teachers involved in our research and professional development efforts suggest that achieving this larger perspective, as well as durable change in the core of educational practice, will involve activity in three action arenas. Indeed, nearly all the specific work in our collaborative research agreements has focused within one or more of these arenas where action and attention is shifting (1) from a focus on teaching to a focus on learning, (2) from a reliance on individual teacher practice to group practice, and (3) from an effort to "deliver service" to one of "providing learner supports".

From a Focus on Teaching to a Focus on Learning

Historically we have cared most about what students *know*. Teachers must "cover" content, making sure that as many students as possible remember it all. We've assured ourselves that our schools are doing well through the scores students achieve on tests which measure their acquisition of this content – at least until the test is over. Much teacher work involved introducing new material, giving students various opportunities to practice remembering that content, and assuring all of us of their success by frequently testing memory and mastery in preparation for the official achievement assessments.

The confluence of demands upon schools as we move toward the largely unknown challenges of the next century is slowly shifting educators' focus away from what gets taught to what gets learned, and used. Elementary and secondary teachers in all the schools we've been working in are experimenting with new curricular and teaching approaches that emphasize students' mastery not just of facts and content, but also, problem-solving, analysis, collaboration, essential thinking skills and experimentation. Rather than measuring what students have remembered about what we've taught, educators are as interested in how students can demonstrate that they understand and can use whatever they've learned in school and in their various pursuits outside of school.

Many promising curricular and instructional approaches have emerged in general education. Some teachers, for example, design learning unique to each student through the logic of multiple intelligences and learning styles as well as through various forms of direct skill teaching. The technology of brain imaging and related neurological research is supporting a wide range of long-used teaching practices and encouraging the development of new ones (Sylwester, 1995). Learning is increasingly active, requiring students not just to listen, but to learn by doing. Teachers are turning to projects, exhibitions, and portfolios, along with other kinds of curriculum-based information and measurement strategies, to find out what students have learned and can do with their learning (e.g., Darling-Hammond et al., 1995; Fogarty, 1995; Harmin, 1994; Valencia, Hiebert & Afflerbach, 1994). The increasing availability of the Internet offers students an opportunity to access many forms of primary data in ways that are flexible, non-linear, and responsive to individual student interests and approaches to learning.

The values and logic behind these (and other) approaches can be extremely powerful when extended to all kinds of learners, including special education labeled students. Nevertheless, this is also an area of schooling where the "cross-pollination" between general and special educators has yet to occur very thoroughly. For example, special educators have used activity-based assessment, individually tailored curriculum, and locally referenced community-based instruction for some time now. They created these approaches precisely because they were concerned about using time well for students who might find learning difficult and labor intensive. Directly teaching students in ways that emphasized how they used their learning not only saved valuable time, but for some students was the only way for them to really appreciate their need to learn. General educators working with innovative designs of curriculum and teaching stretch their application to only some of the students in school today. Special education students generally fall outside the pale of such innovations in the minds of most general educators (and special educators familiar with them) even when the ideas and techniques would actually enrich and enable the learning of students with disabilities.

A major stumbling block in the synthesis of approaches that has emerged from both general and special education has been the documentation and reporting of student learning, both because standard grading and achievement measurement practices uncomfortably fit the new curriculum strategies, as well as because annually-written IEP goals and objectives rarely reflect or document all students actually learn in general education contexts.

Standards? Or Standardization?

There is great confusion among teachers about the role of *higher, national, standards* for learning and the incorporation of diverse learning agendas and accomplishments (Gagnon, 1995; McLaughlin, 1995; Oregon Department of Education Performance Standards, 1996; United States Department of Education, Special Education Programs, 1996). Does "standard" mean standardization in the sense of every student accomplishing exactly the same thing to the same picture of mastery, performance or other measurement? If so, how can any standard accommodate all students – especially students with disabilities? If the call for higher national standards means that children really excel – push themselves to do, know, understand just a little more than they thought they could – then how can we compare the achievement of high standards from one student to the next? Never mind, from one school, one district, one state to the next.

Our work with schools suggests that the entire standards discussion is confusing the requirements of program evaluation – *i.e. how well are our schools helping students collectively achieve our articulated standards of learning accomplishment?* – with teacher, student, and parent needs for individual student evaluation – *how is Sarah* *accomplishing our articulated standards of learning accomplishment? And how does that make sense for her?* Within any group of students, learning accomplishment for some proportion of the group will not necessarily look or be exactly the same as for others in the group. In fact, it would be very surprising if there weren't several different patterns of accomplishment in any group of students.

Finding a way to legitimate that some students in any group can accomplish a "standard" in different ways is at the heart of the standards dilemma. If "accomplishment" can mean different things for different students – certainly a logical outcome of the individually tailored curriculum and teaching practices being encouraged – then the various student accomplishments are difficult to "add up" in any straightforward way. Yet adding up accomplishments against a single defined standard is the essential requirement of program assessment. If everyone is achieving the standards in different ways, how can we know how well our schools are doing collectively?

This dilemma is possible to resolve if the requirements of program assessment are separated from the requirements of student assessment. Interestingly, parents interviewed and surveyed across one district and several other schools in our projects have indicated that the most informative ways for them to learn about their child's learning is through parent-teacher conferences, personal contact with teachers and other school personnel and seeing their children use their learning in their day-to-day lives. Reports, grades, and testing follow, in order of importance and usefulness. Others (e.g. Shepard & Bliem, 1995) investigating parents' preferences for information are also finding that traditional measures are viewed as less informative than some of the emerging performance-based assessments that focus more on individual student growth than on acquisition of some standard.

It seems that every student and parent should receive feedback about how well the student is learning, how much growth she has accomplished during some period of time, and how his or her accomplishments compare to the national or community standard established for our students as a group. However, discretion must be possible in letting any individual student know how he or she is compared to others. There is no safety in numbers when your own achievement is compared. Teachers and parents should have the discretion to filter the comparative message for individual students in ways that encourage and enable interest and effort rather than discourage and disable it. Without interest and effort, learning is shallowly compulsory and soon divorced from use and pursuit.

Students' various accomplishments can be summarized in individually anonymous ways to answer the question of how any particular school is achieving whatever the relevant agreed-upon standard for the students is collectively. In this way, the needs of program assessment and comparison can be met, while leaving the revelations of any particular student's accomplishment in the hands of teachers and parents – surely the best suited to decide. Those students within any group who do not achieve to some collective benchmark might have very good reasons for not doing so. At the same time, they might still achieve the more general standard of excellent achievement in a particular area of focus, whether a common curriculum goal, an essential skill, or a learning outcome that emphasizes integration and use of learning in novel ways and situations. The interpretation of the meaning of accomplishment for individual students should rest with those closest to the student's learning. An accomplishment rate of 60-80% for any group of students on any collective benchmark would likely tell a school that they are teaching everyone well, and that 20-40% of their students are accomplishing the benchmark in unique ways (Reynolds, Zetlin & Wang, 1993). As in all good program assessment, the appropriateness of the collective data is best judged and used by those closest to the operation of the program. It is the teachers, staff and families that can best determine how the range of results reflects the students with whom they work or whether the collective results should encourage revision of curriculum and teaching practices.

Like changes in curriculum, this shift in focus on student learning and accomplishments will also require restructured teacher planning, new assessment strategies, and less reliance on proscribed curricula. But achieving such changes requires working in two additional arenas.

From Individual to Group Practice

Our current system has created teachers with different knowledge and information that is differently legitimated. General educators sometimes **know** some important things about the learners with disabilities integrated into their classrooms, but their status as "general" educators makes that knowledge automatically suspect and illegitimate in the face of the "official" knowledge possessed by special educators whose labels match the students'. Even though general educators often spend more time observing and interacting with labeled students integrated in their classrooms, their presumed proper role and responsibility is to accept and implement the special educator's expertise as the system's approved specialist in teaching and learning for students with labels. As Seymour Sarason (1990) sees the situation,

> School personnel are graduates of our colleges and universities. It is there that they learn there are at least two types of human beings, and if you choose to work with one of them you render yourself legally and conceptually incompetent to work with others (p. 258).

Our research demonstrates that these assumptions do not hold up in practice, but more importantly, they can easily get in the way of effective learning for students with disabilities (Ferguson, 1996b; Ferguson & Meyer, 1996; Ferguson & Ferguson, 1992; Ferguson, Ralph, Katul & Cameron, in press). The nearly hundred year history of sorting and separating both students and teachers has resulted in very little common ground. General and special educators know a few of the same things about schools, teaching, and learning, but most of the knowledge and skills they rely upon to fulfill their professional responsibilities seem so unique – even mysterious – that sometimes they must feel as if they are barely in the same profession. Legitimating one teacher's knowledge over another's is an artifact of our history that is just as insupportable as creating the separations in the first place. It seems clear that rethinking our approach to inclusion as but one dimension of a broader general education restructuring must have as one of its goals to increase the common ground of knowledge and skills between general and special educators.

Having said that, let me hasten to add that I am not arguing for **all** educators to become "generalists" or "Super Teachers" who are presumed to possess **all** the skills and information needed to serve the learning of **all** students. I think it very unlikely that anyone could possibly achieve such mastery and competence. Rather, instead of assigning only one teacher to a classroom of 20 or more learners, or to a content area with instructional responsibility for 150-250 students, groups of teachers should be collectively responsible for groups of diverse learners. Only through group practice will educators be able to combine their talents and information and work together to meet the demands of student diversity in ways that retain the benefits and overcome the limits of past practice.

These groups of teachers can bring to the task both a common store of knowledge and skills, but also different areas of specialty. In order to achieve a shift from individual to group teaching practice, we must build upon the current collaboration initiatives among educational professionals in two ways. If collaboration means anything at all, surely it means that two or more people create an outcome for a student that no one of them could have created alone. Group practice creates just such an ongoing, dynamic context, helping educators with varying abilities to contribute to the kind of synergy necessary for effective collaboration.

Replace Restrictive Assignments With Shared Assignments.

Current teacher licensure practices tend to be restrictive, limiting the educator to only teaching students in specific categories. Of course, some of these categories are broader than others, ranging from specific disabilities ("LD" or "MR" certifications for learning disabilities and mental retardation respectively) to "levels" of students ("mild", "severe") to disability types and particular ages (secondary severe, or elementary LD). One key feature of mixed-ability group teaching practice is that teachers share working with all children and youth as part of a team, regardless of their formal preparation or the labels on their certification. This step seems critical because it is one of the most efficient ways for teachers more narrowly educated to "cross-pollinate", quickly increasing the size of their common ground. More importantly, shared assignments create the contexts in which genuine collaboration can occur.

We have encountered a number of schools pursuing group practice through shared assignments. A common first step among special educators is to assign various special education support staff within a building – resource room teacher, speech/language specialist, Title 1 teacher, self-contained classroom teacher – to a smaller number of general education classrooms where they can be responsible for students with all the labels they had each separately served across a much larger number of classrooms. While the previous resource room teacher may feel unprepared to assist the student with significant multiple disabilities, learning how to gather that information from colleagues with different specialties is a "step on the way" to more complete group practice with general educators.

Other schools we know are beginning to create group practice work groups that include some number of general educators as well as one or more special educators and other certified or classified support staff. Last year one of the SLSD elementary schools reorganized into three smaller "vertical" communities. Each includes classroom teachers from kindergarten to grade 5 as well as a special educator and a number of classroom assistants previously assigned either to special education or Title 1. These new groups are beginning to construct working relationships that will support their various efforts to change their teaching practices, improve literacy, experiment with multiple intelligences theory, and develop better student assessment systems for what they actually teach. In the midst of these changes there are already new roles for the special education members of the workgroups.

Two of the workgroups are designing curriculum together. Since they were part of the discussion from the beginning, the special educators are helping to tailor the development of learning objectives, activities, and assessment tools to better incorporate the unique learning of labeled students. Being part of the design of general education curriculum from the beginning means that special educators no longer have to try to "fit" labeled students into a completed plan. It also creates opportunities for special educators to teach more aspects of the plan to all the students instead of being relegated as "helpers" for those that might be having trouble or need extra help or support. In one of the workgroups the commitment to **group** practice has allowed them to group all the students into smaller literacy groups. Each of the members of the team takes responsibility for several student groups, regardless of the official title or certification. Each member also contributes support in his or her own areas of knowledge and interest to others so that students in all the groups experience the best teaching of the collective team.

Other buildings are reorganizing around grade-level or block teams, in which groups meet regularly to share curriculum planning, allocate resources, schedule activities, share teaching tasks (e.g. rotating the class through each of the three or four teachers when doing a unit, each teacher focusing on material according to his/her strengths and interests), and to problem solve issues on behalf of the now "mutually owned" students. In some international schools, teams stay with their students for as many as 10 years to achieve maximum benefits of long-term relationships among teachers, students and families. The schools here are moving toward a 2-5 year commitment with the same group of students.

In both elementary and secondary schools we are also documenting the results of co-teaching efforts. One middle school in particular has relied upon this strategy to both share knowledge across general and special educators and to deliver services and supports to very diverse groups of students in block classes. Sometimes these dyadic collaborations have worked. Cross-pollinating their knowledge and skills, teacher pairs have become educators who benefit both from a shared knowledge base and an appreciation for, and ability to access, others' specialty knowledge. In other situations the team teachers have not achieved a shared working relationship, but instead recapitulated the history of parallel work relations between general and special educators. Each takes on tasks and responsibilities, balanced, but clearly different and differentiated.

Personnel preparation programs are reflecting a transition to group practice as well. More gradually, but increasingly, initial preparation programs are merging foundational general and special education content and licensure outcomes. Some states are simultaneously shifting from restrictive, "stand alone" licensure categories to a greater emphasis on the use of "add on" endorsements to initial, usually broader licenses. Innovative continuing professional development opportunities also encourage general and special educators to study collaboratively with pre-service students (e.g., Baumgart & Ferguson, 1991; Ferguson et al., 1994a; Goodlad, 1990). In this way the directions of ongoing professional development can be determined by the needs of a particular group or school to "round out" or increase some area of capacity, say in designing behavioral and emotional supports or extending their use of technology.

From "Delivering Service" to "Providing Learner Supports"

The first two shifts together produce a more fundamental movement from structuring education according to a service metaphor to structuring it using a support metaphor. As teachers alter their definitions of learning to not just accommodate, but legitimate, different amounts and types of learning for different students, their relationships with students will necessarily become more reciprocal and shared. Students and their families will become participants in the curriculum and teaching enterprise, as well as the definitions and evidences of learning achievement.

Our traditional, ability-based, norm-driven, categorical approaches use differences in students as sorting categories to identify the matching curriculum and teaching service that their particular constellation of abilities and disabilities might require. The standard curriculum, for example, was the "service" deemed appropriate to the majority of students – certainly those within the standard range of the norm. If students fell outside that standard range, the curriculum had to be "adapted" or "modified" so that the student's learning either approximated or exceeded the learning achieved by most. As student diversity has increased in our schools, the proportion of students for whom the service of schooling must be adapted or modified has burgeoned. As a result, teachers seem quite clear that the "norm", if it every really existed in the untidy worlds of schools, has nearly disappeared as a useful construct for the design of learning and management of classrooms (Pugach & Seidl, 1995; Putnam, Speigel, & Bruininks, 1995).

The dimension of disability seems only a small addition to this mix. However, the historical baggage that disability brings to the diversity already present in general education classrooms risks transforming diversity into a deficit rather than becoming just another diversity unless the underlying norm-based assumptions are also transformed (Pugach & Seidl, 1996). Unlike the concept of diversity, the disability relies upon the concept of norm. People with disabilities "deviate" from this single standard. The historical response has been to frame the appropriate educational response as one that either overcomes, or at least attenuates, the power of that deviation.

Diversity, by contrast, challenges the very notion that there is one way to educate or one norm to be sought. Instead, there are different patterns of achievement and social contribution that fit the various cultural, racial, and gender differences children and youth bring to schooling. Class is a difference that illustrates what can happen when the norm-laden difference of disability is added to the norm-challenging differences of culture and gender. Too often the differences of class are viewed in our schools as deficits that impede learning. To be sure, poverty can impede learning when a child has too little food, inadequate housing, too little rest, and minimal nurtering. Indeed, the intersection of disability and class has been long established and continues to be evident in the disproportionate number of children of low socioeconomic and minority students assigned to special education. As a consequence, the life-patterns and values of families within some socioeconomic classes – the very same kinds of differences we seek to accommodate and respect for people of other races and cultures – are viewed as in need of remediation rather than respect.

What may help to resolve these contradictions, and to avoid the risk that linking disability and diversity will turn diversity into a deficit, is a new metaphor. I think the metaphor of support offers a promising alternative. According to the American Heritage dictionary, support means, "to hold in position", "to prevent from falling, sinking, or slipping", "to bear the weight of, especially from below", and to "lend strength to". The imagery to me offers not only an appropriate alternative to the norm-based, sorting metaphor of service upon which schooling has long relied; it also offers a way to think about diversity as an opportunity for personalizing growth and participation. Any individual's differences are simply lenses through which to see what is required to "hold in position" and "to prevent from falling, sinking, or slipping".

Within the context of schools, the core relations between teachers and students, the definitions of learning that dominate, and the shared responsibility among educators for achieving student learning all begin with identifying what any student needs to be "held in position" for learning. It supports a shift from viewing any difference or disability in terms of individual limitation to a focus on environmental and social constraints. Support is also grounded in the perspective of the person receiving it, not the person providing it. Thus, all student differences must define the specific opportunities and practices teachers use to support their learning. Various kinds of intensive instruction, physical supports, and accommodations typically viewed as necessary only for some students become opportunities for all students to personalize their learning in ways that mesh with who they are and what they are pursuing as members of their communities.

Next Steps

Our studies have certainly not resolved the issues I defined above. We have begun to learn how special education can become an integral part of public schooling. Undoing decades of separation is certainly not an easy task. In many schools, however, the parts of special education that are robust and generalizable enough to survive in a changing general education are contributing to those changes in ways that promise better learning and schooling outcomes for all kinds of students.

Our own efforts to become collaborators with schools is teaching us some of the ways that higher education, and educational research can change. Collaborative research and joint efforts to design and deliver continuing professional development are only two ways such alliances might be forged. The outcomes for schools seem to be promising. The effect on higher education and educational research is less clear, but will likely challenge analogous efforts at fundamental restructuring.

We are only beginning to tap the resources of families and communities. Long distanced from schools by professionalism and pragmatics, schools' linkages with the people of the community have been weak. Just bringing family members perspectives into the conversation as we have begun to do with some schools and district is a start.

Achieving satisfying and enduring change in schooling is neither simple nor quick. Such fundamental changes are arduous, painful and slow in part because the task is large and complex (Fullan & Miles, 1992; Sizer, 1992). The dynamics require engagement in a sociopolitical process that requires people at all levels (individual, classroom, school, district, community, state, and nation) to engage in the "phenomenology of change". We must learn not only how to change our core educational practices, but to do so with an understanding of how those changes are *experienced* by students, educators, and community members (Barth, 1990; Fullen & Miles, 1992; Noddings, 1993). I offer the three issues and three arenas of action presented here as a reasonable framework for pursuing this complex task. Although it has emerged from my understanding of our work, as well as the work of many others, I believe it will continue to guide my efforts to understand and support the changes needed in our schools as we approach a new century. While the task is certainly enormous, it is also necessary.

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FROM "SPECIAL" EDUCATORS TO EDUCATORS: THE CASE FOR MIXED ABILITY GROUPS OF TEACHERS IN RESTRUCTURED SCHOOLS

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As we approach the end of the century, our schools, like society in general, struggle to anticipate the changes that will be demanded of the next millennium. Recommendations abound and teachers in today's schools feel a constant pressure to change that all too often leaves them bewildered and beleaguered (Fullan, 1996). Teachers are being asked to re-examine how and what they teach. Administrators and school boards are experimenting with new management systems in the face of constantly decreasing resources. University educators attempt to refocus their research and theories to better describe and explain effective teaching and learning as students and teachers experience it in these changing schools. Daily reports in the media urge more and more changes in all aspects of schooling, for all types of students and teachers. At the same time, students are more diverse than ever before — in cultural background, learning styles and interests, social and economic class, ability, and disability. Broadly speaking, however, there are three strands of reforms currently challenging teachers in schools. The first two emerge from "general" education, the third from "special" education.

From a broad national and federal policy level, there is much discussion aimed at making schools more effective in terms of how many students complete school and how well they do on achievement measures (United States Department of Education, 1994). Indeed, one aspect of this "top down" reform strand is a call for new, higher, national achievement standards; the tests to measure students' accomplishment of these new standards, and the consistent use of consequences when standards are not met (Center for Policy Research, 1996; Gandal, 1995; McLaughlin, Shepard & O'Day, 1995; Waters, Burger & Burger, 1995). While there are other features to this broad government-initiated reform strand, increased standards and new more consistent national testing stand out as major themes and are echoing in state reform legislation, district directives and teacher staff room conversations.

At the same time, elementary and secondary teachers increasingly experiment with new curricular and teaching approaches that emphasize students' mastery not just of facts and basic academic skills, but also students' mastery of essential thinking skills like problem-solving, analysis, collaboration, and experimentation. Encouraged by business and industry (Carnevale, Gainer, & Meltzer, 1990), various state reform legislation, recommendations of a growing number of educational associations, and some strands of educational research, teachers try to expand their agendas to ensure that students not only learn, but are able to use their learning in their lives outside of school (Conley, 1993; Eisner, 1991; Sarason, 1995; Wasley, 1994). One additional feature to this second major strand of reform is to enable students to acquire an understanding and appreciation for their own learning so that they might better pursue learning in the variety of situations the changing society is likely to present to them throughout their lives and long after their formal public schooling is over.

Thirdly, within special education the long familiar discussions about where our "special," usually remediation-oriented teaching, should occur — the "mainstreaming" or "regular education initiative" debates (e.g., Biklen, Ferguson, & Ford, 1989; Gartner & Lipsky, 1987; Goodlad & Lovitt, 1993; Rogers, 1993; Skrtic, 1991; Stainback & Stainback, 1992; Villa & Thousand, 1995) — are gradually being replaced by renewed calls for integration and inclusion. The civil rights logic of integration, that focused more on an end to segregation than any particularly detailed educational alternative, has now been expanded to focus not just on where children with disabilities should **not** be educated, but where they **should** be educated (general education classrooms and activities) and to what end (full learning & social membership) (Baker, Wang, & Walberg, 1994; Berres, Ferguson, Knoblock, & Wood, 1996; Ferguson, 1995; McLaughlin, 1995; NASBE, 1992; NASBE, 1995; Sailor, Gee, & Karosoff, 1993).

In response to the pressure of these three reform strands, and despite ongoing debates, three results are becoming evident. First, classroom diversity in general education increasingly includes the diversity of disability along with race, culture, learning style, intelligences, personal preferences, socioeconomic class, and family and community priorities. When asked to identify changes in education over the last five years, any group of educators will quickly identify increasing student diversity near the top of the list. Teachers seem quite clear that the "norm", if it every really existed in the untidy worlds of schools, has nearly disappeared as a useful construct for the design of learning and management of classrooms (Pugach & Seidl, 1995; Putnam, Speigel, & Bruininks, 1995).

A second result of various educational reforms is that separate special education classrooms and schools are gradually decreasing in number. Although national educational statistics and reports continue to show dramatic variation in this result from state to state (Davis, 1994; United States Department of Education, 1995), the shift to more options for labeled students seems well established. As a consequence of both these shifts, the third result is a shift in the role and daily duties of special educators. They are shifting from classroom teachers to a variety of specialist, support, consultative, and generally itinerant roles. These changes are the focus of this chapter because regardless of the position one takes on inclusion, or any other of the current reforms in American public schooling, the shifting roles are real for an increasing number of both special and general educators.

We have organized our analysis of these changing roles to explore first the logic presented in much of the special education reform literature for these changes. Second, we briefly present the results of our own research (Cameron, 1994; Ferguson, Ralph, Cameron, Katul, in review; Katul, 1995;) with special educators exploring these changes in role. Third, we will analyze the limits of special educators' changing roles and propose an alternative. Finally, we will explore the implications of our alternative for students with disabilities in schools, for our changing educational policies regarding special education, for teacher education, and for teachers' continuing professional development.

From Special Educator to Inclusion Specialist

For some advocates of inclusion the emergence of the new role represents movement toward merging the parallel systems of general and special education into

> a single unified system of public education that incorporates all children and youth as active, fully participating members of the school community; that views diversity as the norm; and that ensures a high-quality education for each student by providing meaningful curriculum, effective teaching, and necessary supports for each student (Ferguson, 1995, p. 286).

For others, this shift in role threatens a loss of tradition, status, influence, and the very core of what makes special education "special". That special core involves being able to bring highly specialized and technical teaching approaches to individual students in order to attenuate, and sometimes repair, highly individual and idiosyncratic differences in cognitive functioning and learning accomplishments (e.g. Gallagher, 1994; Zigmond, 1995). Regardless of the position one takes, however, the shifting roles are fact for an increasing number of special educators.

Descriptions of the roles and responsibilities of "inclusion specialists" vary as do the titles assigned this new role. Sometimes called "integration specialists" or "support facilitators," or even "inclusion teachers," the most consistent themes for these professionals are to be coordinators, developers and organizers of supports for students and teachers in inclusive settings. (Stainback, S, Stainback, W., and Harris, 1989; Tashie, et al., 1993; Villa & Thousand, 1995). In an earlier publication we described them as adapters of curriculum and brokers of resources (Ferguson, et al., 1993). Others emphasize being a "team member", or a "provider of technical assistance" (e.g., Sailor, Gee, & Karasoff, 1993; Van Dyke, Stallings, & Colley, 1995; Villa & Thousand, 1995).

Our more recent research with 19 teachers in this role turned up sixteen different titles – some new, some old – being used by educators who defined themselves as exploring this role (Cameron, 1994; Ferguson, Ralph, Katul, Cameron, in review; Katul, 1995). A quick glance at the list in Table 1 confirms the major themes found in the descriptions of the inclusion specialist role by proponents. First, the role is supposed to be less about working with students and more about working with grownups. Most examples include the specifically teacher-oriented language of "consultant," "specialist" or "facilitator". Only the "Teacher of Inclusion" example seems unclear about the recipient of the role's activities. Second, special educators serving in a wide variety of roles seem to be assuming these responsibilities: in some cases, inclusion support is added to the duties of the Chapter 1 teacher, in others the Special Education Director. In the interest of brevity, we will continue to use the term "inclusion specialist" to capture this role because it seems to us to best capture the various recommendations in the literature.

Table 1: Job Titles in Use

- ✓ Support Specialist
- ✓ Supported Education Consultant
- ✓ Instruction Facilitator
- ✓ Supported Education Specialist
- ✓ District Learning SPED Facilitator
- ✓ Inclusion Teacher
- ✓ Handicapped Learner Teacher
- ✓ Teacher of Inclusion
- ✓ Teacher Consultant
- ✓ District SPED Coordinator
- ✓ SPED Chapter 1 Coordinator
- ✓ Education Service District Supervisor
- ✓ Collaboration Consultant
- ✓ Supported Education Consultant/Autism Specialist
- ✓ Educational Specialist
- ✓ SPED Director

The New Role in Theory

As inclusion reforms have spread, a literature has emerged describing the features and duties of the inclusion specialist (e.g., Ferguson & Ralph, (in press); Stainback & Stainback, 1990; Stainback, Stainback, & Harris, 1989; Tashie, et al., 1993). One recommended prerequisite for the role is that the person be knowledgeable about available supports and resources for students with disabilities assigned to general education classrooms. An important responsibility of the specialist is to get resources and supports to other members of the school community. A second responsibility, and value, is that the inclusion specialist's work should be "consumer driven." That is, the requests and needs of students, parents, and teachers should direct the allocation and provision of supports and resources. Being flexible enough to be consumer driven requires the specialist to be familiar with classroom routines and curricula, knowledgeable about students' learning styles and preferences, and aware of family priorities so that their advice and assistance is maximally useful. Finally, inclusion specialists are advised to be flexible and "fade" their support when it is no longer needed. Proponents' expectations are that as teachers and students become more adept at supporting each other, more natural support networks will emerge, diminishing the need for an official inclusion specialist. Through all this, the specialist is further advised to act as a "team member" rather than an expert or supervisor in order to encourage and model an atmosphere of unity and cooperation (Givner & Haager, 1995; Pugach, 1995; Stainback & Stainback, 1990; Tashie, et. al., 1993; Villa & Thousand, 1995; Warger & Pugach, 1996).

The picture drawn of this role, and the reasons for it, seems to be that including students with disabilities into general education classrooms will make everyone uncomfortable for awhile. Students and teachers alike are simply unfamiliar with children and youth with disabilities and initial contact is bound to be discomforting, the logic goes on. However, the discomfort will pass and the specialist's role is to provide "resources and supports" in the interim. Exactly what constitutes "resources and supports" cannot be very clearly specified since their identification and delivery should be "consumer driven". This very effort to be non-prescriptive may have contributed to some early dissatisfaction with the way various individuals interpreted the role, and certainly contributed to our questions. According to Stainback and Stainback (1990), for example,

> When facilitators were first used in schools, they were generally employed to work only with students classified with disabilities. They often followed or shadowed these students around in regular class and school settings. This tended to draw attention to and set such students apart from their peers, interfering with the development of natural supports or friendships (p. 33 - 34).

As a consequence, inclusion specialists are now encouraged to support all students in the classroom rather than focus on certain labeled students so that, from a student's point of view at least, all grownups are teachers, no longer labeled by their expertise (Ferguson, et. al., 1993). Yet even recent educational and informational videos seeking to illustrate the best available inclusion practices (e.g., Dover, 1994; Goodwin & Wurzburg, 1993; NY Partnership for Statewide Systems Change Project, 1995; Thompson, 1991) are peppered with phrases like "these special students" or "my inclusion students", suggesting that both general and special educators struggle still with students, tasks, and responsibilities.

Apparent contradictions between the inclusion specialist as envisioned by reformers and as experienced by teachers prompted our further investigation. How much has the role of inclusion specialist actually evolved towards serving all students? Does "serving all students" mean that the need for the specialist's resources and supports will in fact not fade as everyone becomes more comfortable with a new "inclusion student"? Or, is the strategy of "working with all students" just a tactic to disguise the extra resources and attention afforded labeled students so as to reduce stigmatizing them during this period of adjustment? Is the role really needed or just an administrative strategy for using special educators who no longer have classrooms? Can schools really be organized to educate all students without labeling either students or teachers given current federal and state laws and policies?

The New Role in Reality

Our own research involved interviews with 19 teachers who understood themselves to be taking on the responsibilities of the inclusion specialist role. In addition to hour long interviews (in most cases), we shadowed eight of the inclusion specialists during a typical day's routine. These observations carefully logged the minutes each spent in five tasks: (1) driving, (2) pulling students out or aside for instruction, (3) teaching or observing in general education classrooms, (4) talking with teachers and/or parents, and (5) doing paperwork, phone calls, and other desk work. We also interviewed seven general educators who worked with several of the inclusion specialists we had interviewed earlier, although some of these interviews were briefer. Finally, we collected job descriptions, when they existed, for the 19 specialists we interviewed as well as schedules and appointment records in order to expand our understanding of how inclusion specialists spent their time.

Perhaps not surprisingly, all the inclusion specialists we interviewed were special educators. All had been trained as special educators, and eleven had spent at least part of their careers as teachers in self-contained classrooms. Two others had experience as resource room teachers and two had spent some time as general educators. Nine had spent at least part of their career in some kind of specialist/consultant role to general educators before assuming duties as an inclusion specialist, and two had completed initial teacher preparation in special education and immediately assumed roles as inclusion specialists. A common career pattern was to begin as a self-contained classroom teacher and then move to a special education specialist role of some sort before becoming an inclusion specialist. The two general educators left the classroom to become either self contained or consulting special educators.

Interestingly, of the 19 inclusion specialists, only five had current job descriptions specific to the role. Ten either had no job description at all or had job descriptions that were being revised. Four were working under their old job descriptions as self-contained classroom teachers – nothing to do with their current role. Perhaps the status of these changing job descriptions is simply an artifact of the newness of the role. Still, that explanation, while at least partly true, does not entirely explain these three comments made during interviews:

- *There is no job description in place, and I don't expect one soon.*
- *My responsibilities change every year. It is just sort of up to me to figure out what to do. . . through trial and error.*
- *It doesn't describe what I* ***actually*** *do, but rather, what I* ***would*** *do if I had the time.*

The job descriptions that did exist outlined five areas of activity, along with the ever-necessary category of "other." Figure 1 briefly summarizes the range and variety of tasks within (1) support, (2) curriculum, (3) IEPs, (4) staffing, and (5) training others, plus (6) other. Notice how "support" gets elaborated across these job descriptions. Also notice that some of the support activities are relatively benign, like visiting classrooms, releasing teachers and "being a resource". Others have a more hierarchical flavor, like "observing and evaluating students, "consulting," "being a model," and "observing and providing feedback." A few suggest equality in the adult-adult relationship through co-teaching, collaborating, or assisting with interventions.

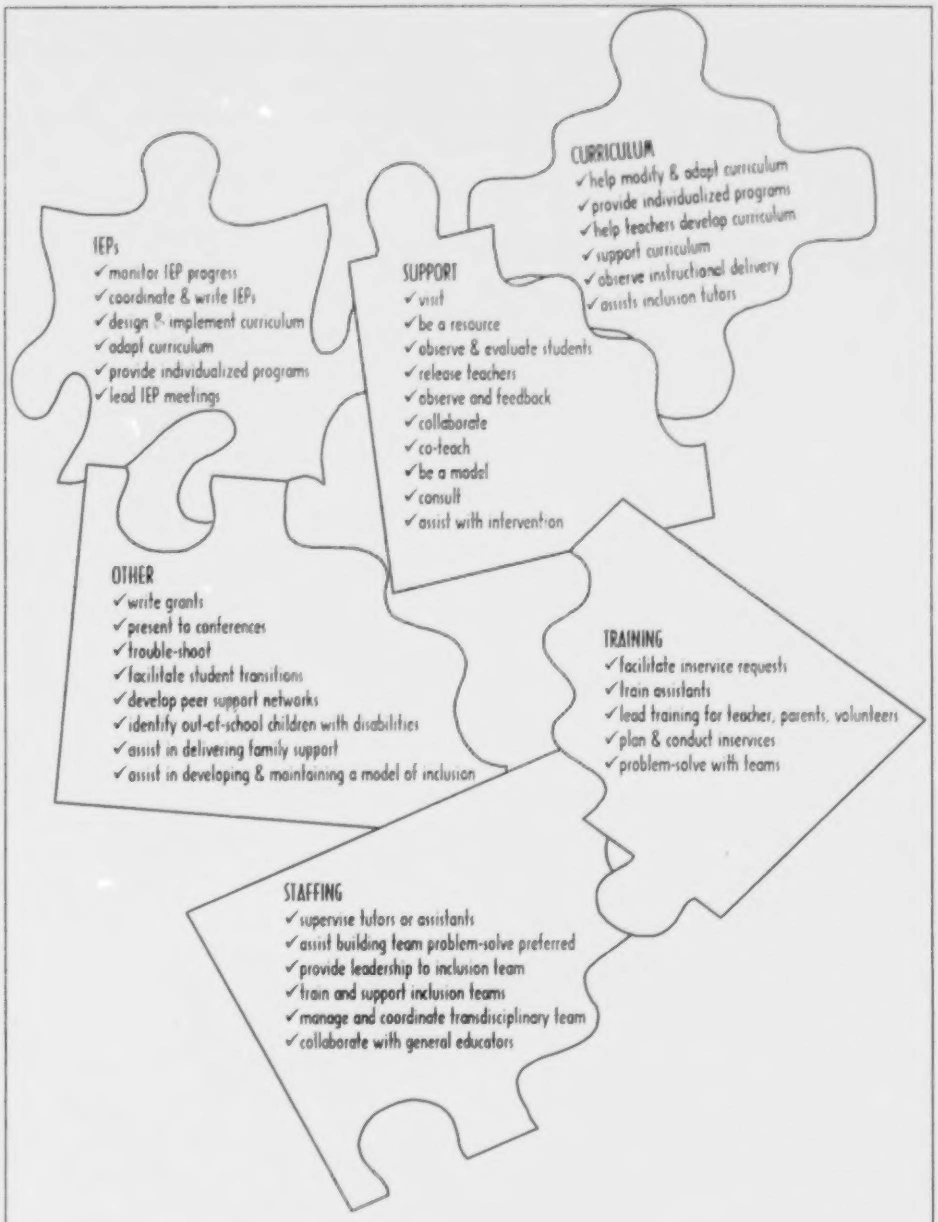
CURRICULUM
✓help modify & adapt curriculum
✓provide individualized programs
✓help teachers develop curriculum
✓support curriculum
✓observe instructional delivery
✓assists inclusion tutors
IEPs
✓monitor IEP progress
✓coordinate & write IEPs
✓design & implement curriculum
✓adapt curriculum
✓provide individualized programs
✓lead IEP meetings
SUPPORT
✓visit
✓be a resource
✓observe & evaluate students
✓release teachers
✓observe and feedback
✓collaborate
✓co-teach
✓be a model
✓consult
✓assist with intervention
OTHER
✓write grants
✓present to conferences
✓trouble-shoot
✓facilitate student transitions
✓develop peer support networks
✓identify out-of-school children with disabilities
✓assist in delivering family support
✓assist in developing & maintaining a model of inclusion
TRAINING
✓facilitate inservice requests
✓train assistants
✓lead training for teacher, parents, volunteers
✓plan & conduct inservices
✓problem-solve with teams
STAFFING
✓supervise tutors or assistants
✓assist building team problem-solve preferred
✓provide leadership to inclusion team
✓train and support inclusion teams
✓manage and coordinate transdisciplinary team
✓collaborate with general educators

Figure 1: Job Description Categories and Examples

The job description components also reveal a kind of split personality. On the one hand, inclusion specialists are charged with teaching and supervising other adults, leading meetings and teams, and helping teachers to design and deliver curriculum and teaching. On the other hand, they're also directed to teach and monitor students through the development of IEPs, adapting curriculum and teaching, and the provision of individualized programs. Even though we've collapsed together the components of several job descriptions, we found this split personality feature within each of our examples

Left with the limited assistance of changing or missing job descriptions (for those that had any at all, of course), we found the inclusion specialists drew upon their own experiences, abilities, and preferences to create three quite different roles, which we have described as: (1) the "teacher with an empty classroom", (2) the "teacher without a classroom" and (3) the "teacher of teachers." While many of the inclusion specialists we interviewed talked about a broader role of "educational consultant" – someone who works with all students – none really found themselves able to accomplish the role.

Of course, none of the inclusion specialists we interviewed fit precisely into one of these roles. Most did an amazing array of tasks and activities that reflected features of all of the roles. In fact, some were quite explicit about the constantly changing nature of what they were doing. Leo, for example, explained to us

> *You are constantly trying to define your role --- trying to define what that role is in every single situation. Fvery time you go to a meeting you have to define your role. . . . I'm a "troubleshooter", "mediator", "negotiator", "problem-solver", and "consultant."*

"And all that just before noon," we expected him to add. Still, in most cases one of the roles tended to dominate. We will describe each of the roles through a composite teacher that combines the experiences of the inclusion specialists we interviewed for whom the role dominated. Of course, our references to schools and towns are also constructed from the composite experiences of the teachers we interviewed.

Ben: A "Teacher with an Empty Classroom"

After receiving his initial special education license and a Master's degree in special education, Ben was hired almost immediately as a resource room teacher at McKenzie Middle School. Ben provided supplemental and remedial instruction in math, reading and language arts to students designated "learning disabled" in his fully equipped classroom. After his first year, however, the school district decided to adopt a more inclusive model for providing special education services and decided to stop using resource rooms for pull out instruction. Suddenly, Ben found he had a new title, a new role, and an empty classroom.

As a new "inclusion specialist", Bèn's job description specified that his primary responsibilities were to provide modified and adapted instruction for "included students" in general education classrooms. He was also directed to monitor their progress on IEP goals and objectives and model appropriate teaching methods for the general education teachers - at least with regard to the students with disabilities. Encouraged by the principal and with the cooperation of several teachers, Ben moved his instruction out of the resource room. Now Ben's classroom shelves were filled with teacher's manuals and curriculum materials and the walls papered with inspirational posters and signs instead of student work.

But Ben and his students found the transition difficult. With little joint planning time, Ben and the general educators decided that the needs of his students would be best met if they were gathered together into small groups when Ben could come to the classroom. As chairperson and primary author of all the students' IEPs, Ben was naturally more familiar with students' needs. So in the end, Ben transferred the materials and skills he had always used in the resource room to create separate instruction for the "included" students in each of their assigned general education classrooms, remaining responsible for much of their education.

> In our school the classroom teacher is the case manager. They are the ones who know supposedly what the kid needs and where they are going. I am just a resource. . . .But under the law, someone needs to be there watching what's happening. I am simply the district watchdog. I can't leave it because sometimes if you leave it up to people who don't know the law, who aren't qualified to know, then we have problems. And so if I see problems, or hear about problems, I step in to problem solve. . . They are still my kids.

> I have some groups in which I teach kids reading and math directly and I handle a large bulk of the paperwork. . .I attend the meetings for the children that I serve and I also provide consultation through the building [when there are] behavioral or academic concerns. I have periods when I can go observe and provide support – give the teacher a break for instance.

After a relatively short time, however, Ben and several of the general education teachers decided that trying to teach their separate groups at the same time in the same room was not working well. They, and the students, they believed, were distracted by each other. Besides, Ben now had so many different schedules to keep that sometimes he was late or came early and teachers weren't ready for him. The logistics seemed too difficult, so Ben began to pull students out into the hall or another room, and even into his old empty resource room.

> I would like to do more of what we call "push-in". . .I would like to go into more classrooms and be with the classroom teacher. I don't want them to leave when I come in.

Joni: A "Teacher Without a Classroom"

Before becoming an inclusion specialist, Joni worked as an educational assistant in a resource room for students with learning disabilities. After earning a teaching license to work with students with moderate and severe disabilities, she began teaching in a self-contained classroom that served more significantly disabled students from several surrounding towns. She and her 9-12 students spent their days in a classroom tucked away at the end of a hall in Alder Elementary. Two full-time educational assistants provided most of the actual instruction that Joni had designed, leaving her able to supervise their teaching, organize and manage everyone's schedules and manage paperwork.

Worried that she was still not adequately addressing her students' learning and social needs, she convinced the principal to let her integrate her students into general education classrooms for parts of their day. With little fanfare, students began attending P.E., art, and music classes with their nondisabled peers. Soon, however, Joni started worrying that things still were not working the way she'd hoped. Even though one of her assistants accompanied students to their general ed classes, the students didn't seem to be making friends or meeting the expectations of the general education teachers. Instead, the teachers pretty much left the students alone, expecting the assistants to teach as best they could.

Given her experiences, Joni was excited when her district decided to reassign her students to schools in their home communities. As the district emptied Joni's classroom, they *created a new "inclusion teacher" position that Joni seemed perfect for. Joni had some experience integrating students into general education classrooms, she was interested in achieving better inclusion, and had a special education background in IEP writing and curriculum modification that the district believed would be needed by someone in the inclusion specialist role.*

As the "inclusion teacher," Joni now has more students and more assistants (though now called "inclusion tutors") to schedule, coordinate and manage not only across all the classrooms at Alder Elementary but also across several other schools. She must also continue to design instruction for the assistants to deliver in the general education classrooms where unfamiliar and uncertain teachers are eager to have her presence for help and support.

Her carefully orchestrated schedule is a masterpiece, but frequently unravels as little things happen — like a student's mood, an assistant's health, or a classroom teacher's decision to change the lesson. The day we visited her began with a call from a sick tutor, prompting Joni to complain,

> *Actually, the coverage is so tough. . . .I find myself going to a school for fifteen minutes just to give the inclusion tutor a break. . . .Coverage is a problem. It seems like I am always looking for somebody to cover for something.*

Joni is everywhere at once and feels like she is accomplishing less than ever. Take John. He is six years old and his squeals could be heard as we approached the resource room. A couple of doors along the hallway closed softly in response to the noise. Joni walked in and went directly to John, passing the two adults in the room. At first I could only see the top of his head over the standing dividers that surrounded him in the corner of the room. His squeals grew a little louder and consistent as Joni spoke to him in a warm familiar voice. . . .

After 10 minutes getting John focused on playing with some puzzles, Joni's questions "How is Johnny doing today? Anything I need to know about?" were met with an uncomfortable silence and exchanged glances between the educational assistant and the resource room teacher. It turned out that they thought the picture communication board Joni designed was too difficult to use consistently, partly because John was in the kindergarten classroom for some of the day where there was no board. Joni stressed the importance of the board and began modeling how to use it with John.

After a bit Joni took John outside to play, though the other kindergartners would not have recess for at least an hour. It turned out, however, that according to Joni, John "rarely" played with the other kids during recess anyway. In fact, John's inclusion was dictated by the various adults responsible for coordinating schedules between the resource room and kindergarten classroom. The teachers didn't always know when Joni would arrive, requiring them to switch gears unexpectedly. As a consequence John often had stretches of "down time" when whatever was going on didn't seem to "fit", but no one was available to figure out what else to do.

When we arrived back in the resource room, the tutor assigned to John was not there and the resource room teacher made no move to assume responsibility for him. Joni decided to join the kindergarten classroom, but we arrived to find an empty room. Joni remembered that it was music time and his classmates must be in the music room.

> *[I am] not a direct service person, but I am in the classroom almost every day. I see almost every child every day. . . .If the tutor is having a specific problem around something, I may take the child and work with the child myself to get a sense of what the issue is or I will do some modeling for the teachers. . . .I am the chairperson of the child's IEP, so it gives me some nice hands-on time to work with the child.*

Sonia: A "Teacher of Teachers"

Once she received her Master's degree and initial special educator teaching license, Sonia worked for three years as a roaming special educator. She wrote IEPs, provided individual and small group instruction for a wide variety of students across several schools, each of whom was included some of the time in general education classrooms and schedules. She assessed students, designed curriculum, and monitored their progress. She also tried to help them develop friends and support networks as often as she could. Like Joni, she felt uneasy that she couldn't be available enough for any one student to really provide everything s/he needed. She also worried about what was happening for her students when she was not around, but had few really good ways to find out.

After roaming for two years, Sonia took a new job as an inclusion specialist for an intermediate district that provided specialized services for a number of districts in the area. Her new job still kept her moving, but doing different tasks. Joni was responsible for seventeen schools in two districts. Together with two other specialists in her office, she developed and taught inservices for the general and special educators in their assigned schools. She also coordinated the special education team at each school, guiding them through the process of creating IEPs, lesson plans, and behavior plans for all the students with disabilities.

She was often called upon to manage what seemed to be the ever present crises and was lauded as very clever at putting out such fires. In fact, when we visited, we found her talking on the phone, but she signaled to wait and then cupped her hand over the mouthpiece and whispered, "The biggest issue is behavior. It's not anything else. It is the very biggest issue with teachers that I deal with."

Sonia liked the change in role. She was more and more convinced that her knowledge and skills were best used to help other teachers acquire them for their own use instead of having her try to get to every student. During our visit Sonia was scheduled to meet at a middle school about a child who was presenting some behavior issues. In fact, as we arrived, the case manager greeted us with her desperation: "I'm so glad you're here. We're going nuts and I don't think we could hold on one more week the way things are going. We're in trouble."

During the meeting with two educational assistants, the case manager and the resource teacher, Sonia emphasized again the importance of safe-space and charting and meeting regularly. "I hate to say 'I told you so,' but you guys have a crisis that just didn't have to happen. You needed to have regular team meetings about Sadie and it sounds like you haven't met since I was here more than a month ago." As we left for a quick lunch, Sonia vented,

> *I just can't believe this team! They don't need me to do this stuff. I shouldn't have to come out here when things fall apart. They wouldn't have fallen apart if they had just kept meeting and talking to each other. I swear, I feel sometimes like I'm case-managing adults!*

Sonia worried that "putting out fires" consumed too much of her time and really was a symptom of deeper issues. Besides, she was not always confident that her solutions were really going to last because she often didn't have quite enough time to investigate what caused the crisis in the first place: "The problem is that in most instances, I don't know the students or the situation and often my ideas are a quick fix. Yes, I do fix it quickly and then it falls apart in two weeks."

On the other hand, there would always be some kind of crisis to manage, but there might come a time – perhaps even before she is ready to retire – when the teachers in her two districts pretty much know what she knows and don't need her inservices and advice. Still, she consoled herself,

> *Teachers are alone, so it is nice to have an educational specialist come in and talk to them. So I will sit with them and I will get them to talking and I will listen real well. You have to be a good listener and be able to draw that out of people and then help guide them.*

These three roles capture the various experiences inclusion specialists have as they try to meet their new responsibilities. We found them to be remarkably consistent across the people we formally interviewed, as well as other inclusion specialists we have encountered in other situations. Our shadowing data also captured this range and balance of task patterns. One teacher spent a little over 40% of the time we shadowed him pulling students out to teach as compared to 8% of his time teaching or observing in general education classrooms and 13% talking with teachers or parents. In contrast, another specialist spent no time pulling students out and nearly 40% of her time in classrooms and talking with teachers. Perhaps the biggest range of difference involved paperwork, with one specialist spending 64% of her time at desk work compared to another who only spent 9%. The patterns reflect the three roles rather well. "Teachers with empty classrooms" are most likely to spend larger proportions of time pulling students out or

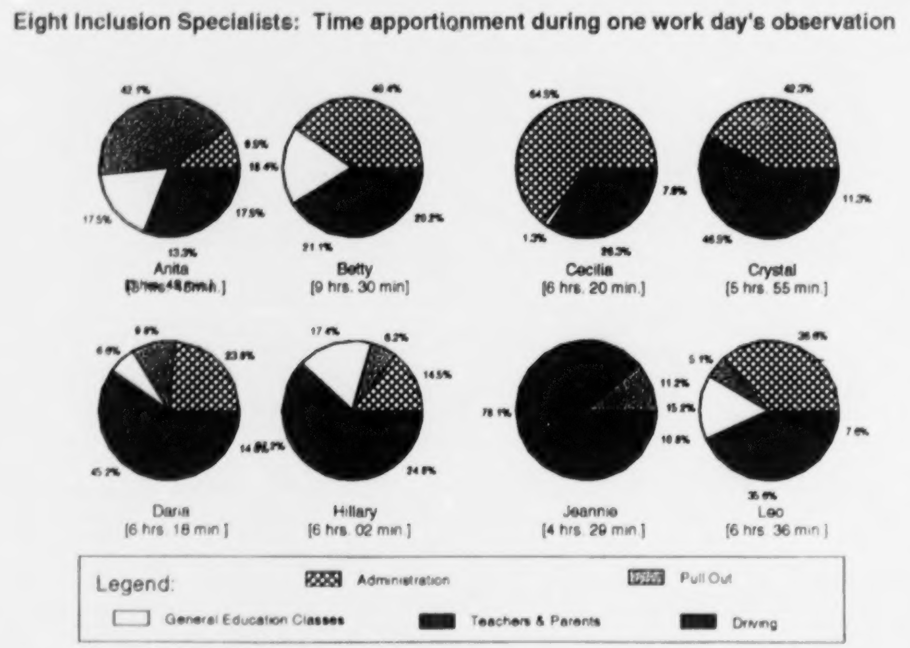
Eight Inclusion Specialists: Time apportionment during one work day's observation

Figure 2

aside and relatively less time doing paperwork or teaching and observing in general education classrooms. In contrast "teachers of teachers" are most likely to spend the bulk of their time talking with teachers and relatively less time teaching at all. Compare the relative proportions of time spent in these various tasks among the eight teachers we shadowed (See Figure 2).

The Predictable Failure of the Inclusion Specialist Role

All of the inclusion specialists that participated in our research, that we have met at conferences, that attend our university classes, and that we work with in schools are able professionals. Indeed, many are praised within their schools and districts as among the best, most energetic, and most forward thinking teachers. Nevertheless almost all experience some of the same worries and dissatisfactions that the teachers who are Ben, Joni, and Sonia shared with us. Yet, it seems to us that these teachers' frustrations are all too predictable, though we admit to the advantage of not only hindsight, but data. We next examine three issues special educators are facing in their efforts to adapt to this new form of practice that we offer as summary of the reality teachers face.

Logistical Dilemmas

As teachers leave their separate classrooms to ply their skills in other teachers' classrooms, the logistical problems of decentralized practice become real and challenging. Some must travel between several schools, but even those who only travel within a single building face the management challenge of scheduling time with each of *their* students within the constraints of other teachers' constantly changing and rarely predictable schedules. At best, these traveling teachers are able to deliver effective teaching some of the time. At worst, their students may learn less while suffering inadvertent, but increased, visibility as being different by virtue of the special attention and the unresolved question of teacher ownership. It is this very kind of visibility that can risk the fragile social connections the students might otherwise make with their peers, which Lori agonized about, and which generated the challenge to work with **all** students instead of just the labeled students.

Furthermore, while "not enough time" is the ubiquitous slogan of all teachers, for these peripatetic teachers without, or with empty, classrooms, the slogan takes on the reality of simple fact: not being able to directly teach their dispersed students to their professional satisfaction. Neither can they effectively serve as "curriculum collaborators" and "team teachers" when their students' teachers may be members of many different teams, each demanding a share of the available time. When asked, both general and special educators consistently identify ***time*** as a critical barrier to accomplishing inclusion, as well as many other school reforms (e.g., Werts, Wolery, Snyder, & Caldwell, 1996).

We believe that the barrier of time is at least as much about barriers to using time well as about actual minutes in a day. One example involves the different approaches to planning curriculum and teaching understood by general and special educators. Within special education we rely upon detailed annual planning that is supposed to guide not only teachers' expectations for a labeled student's learning, but to guide day to day teaching. Yet planning from any teacher's point of view is really just an effort to gain some amount of comfortableness with the usual chaos of classrooms. Plans impose some order and direction, but are rarely expected to unfold exactly as prepared. Teaching plans are meant to be changed; the plan just gives teachers enough structure to change things for the better more often than for the worse. All too often, however, the long term prescriptive nature of the IEP either leads teachers to forget the essential unpredictability of teaching, or the functionality of the IEP for informing day to day teaching decisions is lost entirely. Too many IEPs, crafted after many hours of devotion by special educators, languish in file cabinets until the annual process gears up again 9-10 months later.

General educators, for their part, tend to plan for longer periods of time in broader strokes, leaving the detailed lesson planning to right before, and even during, their teaching. General educators also tend to start their planning from the broader view of the whole class rather than any one child's learning perspective and then later tailor expectations, tasks, and accomplishments for individual students. That is, special educators tend to plan from the "bottom up" – the student to the class – while general educators plan from the "top down" – the class to the student.

Given these essential differences in planning, it's not surprising that IEPs, even for students "included" in general education classrooms, tend to be divorced from the general education curriculum, emphasizing incremental progress in skills that primarily address overcoming or improving deficits. General educators, quite reasonably, see such plans as daunting, wondering, "How do I do this and teach the rest of the class?" When general and special educators have such fundamental differences in what their planning needs to accomplish, even what might seem a rich amount of planning time can still be woefully inadequate. Not surprisingly, we think, teachers drift from working together to dividing the task: special educators plan for labeled students, and general educators plan for non-labeled students. In such situations there is rarely enough time to surface all the underlying assumptions and unravel the logic of each separate plan so that they might be knit together into a single coherent learning experience for the class.

Personal Loss

Special educators, like most educators, enter their profession to teach children and youth. They enjoy being around children. They are challenged by the search for ways to help children learn. They are rewarded by the resulting growth, however small or great, each student achieves. However, many inclusion specialists find themselves asked to shift their focus from teaching children and youth to teaching teachers and teaching assistants. All the job descriptions and much of the descriptive literature for this role emphasize this teaching-of-adults function, sometimes in quite informal ways (modeling, collaborating), sometimes quite formal (consulting, offering inservices).

To be sure, there are some unique and important compensations in teaching grown-ups, but many inclusion specialists struggle to find the same satisfactions in these more indirect efforts to influence and enable other educators to teach their previous students. Some worry about the logic of using personnel who were prepared to teach children to supervise teacher assistants who possess no such preparation. Others feel devalued and discouraged by having "team" teaching devolve to being the general educator's teacher assistant (Davis & Ferguson, 1992). One such pair of teachers (Keller & Cravedi-Cheng, 1995) describe this process well:

> *. . . we both assumed from the beginning that I [Nancy] would be responsible for delivering the content and Lia would assist me in this endeavor. This rather conventional assumption — teacher and teacher assistant — provided the basis for dividing our labor. . . . In other words, I identified the content to be covered, set objectives, and did*

> *the majority of lesson planning, teaching and evaluating. Lia verbally and physically prompted students to focus on the instruction, checked their understanding, and limited off-task behavior.* (p. 83)

Whether or not the special educator finds new challenge in working with adults – whether as a teacher, or an assistant, the loss of teaching **children** can be a most personal one.

It seems to us both understandable and predictable that some inclusion specialists retreat from this part of the role shift, like our Ben and Joni examples, and find ways to pursue the very activity that brought them to the field. The "ownership" issue may be at least as much about special educators' unwillingness to part with an important facet of their professional identity as about general educators' willingness to accept the responsibility of teaching students with disabilities. Brenda and Gail, two of the general educators we talked to, reveal their perspective on "ownership" this way:

> *I'm not really up on the process of the IEP. I refer them to the specialist and the resource room. I sit in on it, but I'm not really in charge. I just talk about how Christian is doing in the classroom and the adjustment and all that — how he is, and how he compares with the other kids. [Brenda]*
>
> *The first week, I thought, "Oh, my gosh! What am I going to do? My class is falling apart." I kind of let the special ed person take over and work with this child. So I didn't feel in control. I had to take back ownership of the child. . . . The special ed person is the case manager of the IEP, but it is my responsibility overall.*
>
> *. . . I believe that if I don't have ownership or if I'm not invested in what the goals are for her, that I'm not going to carry it out. I mean, if it came kind of from a top down approach, then I'm like likely to follow through with that. But if it's a mutual investment in this child, or a mutual decision, I am much more invested in being consistent and carrying that through. [Gail]*

Not only does Gail reveal some of the tensions that from her point of view might be created when both teachers want to teach children, she also uses language like "top down" and "follow through" that illustrate some of the artifacts of a third issue.

Ironies of Expertise

Special educators become itinerant specialists or support teachers based in part on the assumption that they have a special expertise to share with "general" educators who now have been charged with teaching "their" students. This assumption is grounded in a long history of preparing teachers to work not so much with children or youth, but with specific kinds of children. As Seymour Sarason (1990) sees it,

> *School personnel are graduates of our colleges and universities. It is there that they learn there are at least two types of human beings, and if you choose to work with one of them you render yourself legally and conceptually incompetent to work with others (p. 258).*

We would add to this observation that our content- and category-driven licensing tradition has led to even greater fractionation than "two types of human beings". Many special educators fail to realize that the "attitudinal problems" they decry in their general education colleagues, is a natural, appropriate, and indeed, **professional** response to being asked to teach a child you have not been officially licensed to teach.

Our parallel systems of general and special education are a direct product of the belief shared among all educational personnel, families of school children and school children themselves after awhile, that:

- students are responsible for their own learning;
- when students don't learn, there is something wrong with them;
- and it is the responsibility of schools to determine what is wrong with as much precision as possible so that students can be directed to the teachers, classrooms, curricula, and teaching practices that match their learning profiles (Ferguson, 1995).

As special education gradually funneled more and more students away from the general education classroom, general educators literally became less able to accommodate student differences. At the same time, separated from the culture and activity of general education classrooms, special educators became less and less familiar with general education curriculum, developments in instructional strategies, learning theories, and innovative assessment practices. After several generations of creating a system of public education where information as well as people are carefully separated, we now ask inclusion specialists to teach in settings they don't understand relying on practices that may not be appropriate.

To be sure, special educators sometimes possess quite specific expertise in special instructional technologies, certain forms of assessment, educational law, physical modifications and adaptations, and information about how to manage a variety of other relatively rare events and issues. Unfortunately, when such specialized information is decontextualized, interpolating it for general education content, assessment, and curriculum development is nearly impossible.

The Case for Mixed-Ability Groups of Teachers

Before we describe what we believe to be some promising directions for thinking about professional roles, we offer one more story drawn from our work with teachers and schools that captures both the constraints of the past and the possibilities of the future.

A Story to Point[1]

While "leasing space" to special education students and teachers is how many general educators' approach to inclusion begins, it often shifts at some point to an appreciation of the relative unimportance of the student's differences and a growing confidence that they can construct effective learning experiences even for quite different students. This realization happens for different teachers in different ways, and not at all for others. Molly's experience with Heidi is one instructive example.

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[1] This story is condensed from a longer account that first appeared in Ferguson & Meyer, 1996.

At South Valley, most of the teachers, understood inclusion to be about a relocation of special education services. At the beginning of the year third grade teacher Molly Cole negotiated with the new inclusion specialist, Rachel, about the introduction of a student with significant disabilities into her classroom.

> *I'm happy to have Heidi in my room for the socialization. . .but I can't promise you that she's going to be able to read at the end of the year. . . . I feel like, "You guys are the special ed people. It's your job and if you decide that she's really not learning what she needs to be learning this year, then I trust that you're going to come in here and take her out and teach her, but it's fine with me if she's in here."*

Heidi joined the class accompanied by the support of a full time, one-on-one, educational assistant (EA).

Molly's Discovery

Asta, a general educator from Iceland pursuing a master's degree in special education, was doing practicum in Molly's class to learn more about including students with significant disabilities in general education. Asta turned out to be an important contributor to Molly's discovery. In her first days in the classroom, Asta worried about the support provided to Heidi by the educational assistant (EA):

> *The assistant was sitting next to Heidi, even supporting her arms and hands and telling her what to do . . . and trying to get her to look like all the other kids. In the very beginning I felt that this didn't look right. It looked so different from what all the other kids were getting. [I thought] Heidi was getting frustrated. . . .She didn't do the things she was supposed to do. She was hitting the assistant. When I was watching, I thought to myself, "She doesn't want all this support. She wants to do it by herself. She has a strong will."*

Asta kept these feelings to herself for awhile, but eventually, "I just jumped in and said, 'I think she doesn't want this support'" during a discussion with Rachel and the EA. Asta's challenge created some tense times for the next few weeks. Rachel and the EA worried that things weren't working out well for Heidi, and decided that they would pull her back to Room 10 [the previous self-contained special education classroom]. When informed of Rachel's decision, Asta and Molly realized that they had been thinking along the same lines. Molly remembers:

> *My style of working with [Heidi] was not as demanding, not as forceful – a little bit more letting her guide and show me what she could do. The EA was guiding her, not giving her much power. I think Asta can work beautifully with her because her teaching naturally follows [the child]. But if you think of her as this little special ed child that you have to control and boss and tell her what to do and keep her on task, she's going to get real stubborn and you're not going to get much out of her.*

After several discussions, Rachel agreed to postpone implementing her decision to remove Heidi from the classroom and let Molly and Asta design a different support plan that used the EA less and permitted Heidi more flexibility. Together the teachers watched Heidi begin to work and learn. She began to "look so different! Happier!" "She was writing, working, sharing her journal with the other kids." Heidi learned all the objectives on her IEP and more. She learned to write more than her name, to not just copy letters and numbers, but write them in dates and little sentences. Molly was "blown away a lot of the time" about how well Heidi learned.

Asta realized that her years of experience as an elementary school teacher served her better with Heidi than she had expected, and better even than some of the special education she had learned in her B.Ed. program. By sharing their thinking and experience, Asta and Molly learned together that:

> *Heidi is not different. She's just like the other kids. We have to find out for each one what it is they need. Some of them are really easy and it takes you just a day to find out, [but] some of them are really tough. [Asta]*
>
> *If I hadn't had Asta in the room I would not be nearly as far as I am. She and I have the same sense about how to deal with children and to have somebody else in the room that you can bounce ideas around with has just been really wonderful. I don't think I would have been brave enough to do some of the things that I've done if I hadn't had somebody I respected to [confirm] what I was thinking and seeing. A lot of the other teachers in the building are wanting and getting more support – more EAs or Rachel in the room – helping out with the children or working one-on-one with that particular child. The other teachers have found that to be very helpful, but in my classroom it was detrimental. Heidi wanted me to be her teacher and it was annoying to Heidi to have somebody else bossing her around. It was annoying to me to have someone else talking in the room when [the class was] trying to listen to me and to have the two of them fighting over whether or not she was going to do what she wanted to do. It was very frustrating for the EA because she felt like she wasn't getting any respect. [But] I didn't really know how to say to her "I'm the teacher here. I want you to do it the way I'm doing it." [Molly]*

In this example, Molly started to see some of the special education practices – now so much more visible in so many more classrooms – as somehow keeping children dependent, teaching them to wait for adult directions – and often not even hers – rather than taking responsibility for some of their own learning. Furthermore, her reciprocal sense of the "ownership" issue was especially compromised when a large IEP meeting for Heidi was canceled simply because Rachel was ill. Molly, with frustration, commented "I could – and should – have written that IEP. She's in my class and I'm her teacher this year!."

For Rachel's part, the whole enterprise was a new one — for her and for her school. She had had to have separate negotiations on behalf of each of her other 11 students, and she couldn't expect that Molly's willingness to take over as Heidi's teacher would be the general response from other classroom teachers. Having known minutely what her students were working on in years past, Rachel now understandably felt some discomfort when any one of her parents wanted to know what their student was "working on this week." Furthermore, neither she or the district were completely comfortable relinquishing the accountability for the IEP planning and documentation processes.

Expanding the notion of "all"

So if inclusion specialists are not the answer, what actually *is* the question? So far we've tried to establish that the role of inclusion specialist is likely not the best solution for "figuring out what to do with the special education grown-ups" as we try to restructure schools to include all students. Our long history of practice in preparing educators, organizing schooling, and assessing student achievement has led to a situation where special educators know too little about general education to operate comfortably within its instructional, curricular, and assessment contexts. Similarly, although there is some important information general educators may not know, they do typically know some of the most critical aspects of how to individually tailor learning for any learner. Unfortunately, our history of parallel initial preparation and service delivery systems results in too many educators believing they not only cannot, but should not, teach students with labeled disabilities. As special education administrators agonize over legal requirements for maintenance of effort and the provision of specially designed instruction, more and more parents and teachers are realizing that all students deserve a schooling experience that provides them with the kind of "specially designed instruction" that supports their learning, regardless of their particular mix of learning styles, ability, needs, intelligences, or preferences.

The question, it seems to us, is much larger than inclusion, special educators, or students with disabilities. It is about what schooling should be and could accomplish. As Eliot Eisner has put it, the question is "What really counts in schools?" (Eisner, 1991). Answering Eisner's question in the day to day life of schooling involves consideration of much more than students with disabilities and special educators.

Unfortunately, and certainly unintentionally, much of the professional and popular literature about inclusion has focused attention on "all students", which is fast becoming special education advocacy code for trying to ensure the rights of still excluded learners. Yet for the values embedded in the notion of inclusion to ever be obtained in our schools, we must not be misdirected to focus just on all **students**. Rather, we must enlarge our perspective to **all** teachers, **all** curricular reforms, **all** teaching reforms, **all** support personnel, **all** policies, **all** strategies for student assessment, and so on.

The "solution" of changing special educators into inclusion specialists emerged from assumptions about student learning and teacher capacity. The limits of this strategy will only be overcome by enlarging the discussion to examine assumptions about learning and teacher capacity that undergird our schooling practices so that we might shift our focus from those that perpetuate the labeling and separation of students, teachers, and curriculum to those that might enable **all** teachers to creatively blend their various abilities to the benefit of **all** students' learning (Asuto, Clark, Read, McGree & deKoven, 1994; Skrtic, 1995). While this is by no means a small task, we believe it to be both possible and necessary. Other chapters in this book have offered analyses that lead to this same conclusion in one way or another. Our contribution is to argue for redirecting our collective efforts in three areas that we think will contribute to not only achieving "mixed-ability groups of teachers" but reinvented schools as well. In this last section we will make our case for shifting attention: (1) from a reliance on individual practice to a reliance on group practice, (2) from a focus on teaching to a focus on learning, and (3) from special educators' efforts to "reform" general education to more fundamental collective efforts to restructure education.

From Individual to Group Practice

Molly's story nicely illustrates how our current system has created teachers with different knowledge and information and how that information is differently legitimated. Molly **knew** some important things about Heidi as a learner, but her status as a "general" educator made her knowledge automatically suspect and illegitimate in the face of the "official" knowledge possessed by Rachel and her assistants because their own labels matched Heidi's. Even though Molly and Asta spent more time observing and interacting with Heidi, their presumed proper role and responsibility was to accept and implement Rachel's expertise as the system's approved specialist in teaching and learning for students with labels like Heidi's.

We are challenging these assumptions about legitimate knowledge and the role of specialists because teachers like Molly, Asta, and Rachel as well as Ben, Joni, and Sonia, teach us not only that the assumptions do not hold up in practice, but more importantly, they easily get in the way of effective learning for students, as they did for Heidi. The nearly hundred year history of sorting and separating both students and teachers has resulted in very little common ground. Rachel and Molly know a few of the same things about schools, teaching, and learning, but most of the knowledge and skills they rely upon to fulfill their professional responsibilities seem so unique – even mysterious – that sometimes we think special and general educators must feel as if they are barely in the same profession. Legitimating one teacher's knowledge over another is an artifact of our history that is just as insupportable as creating the separations in the first place. It seems clear to us that rethinking our approach to inclusion as but one dimension of a broader general education restructuring must have as one of its goals to increase the common ground of knowledge and skills between general and special educators.

Having said that, let us hasten to add that we are not arguing for **all** educators to become "generalists" or "Super Teachers" who are presumed to possess **all** the skills and information needed to serve the learning of **all** students. We think it very unlikely that anyone could possibly achieve such mastery and competence. Rather, we propose that instead of assigning only one teacher to a classroom of 20 or more learners, or to a content area with instructional responsibility for 150-250 students, groups of teachers be collectively responsible for groups of diverse learners. Only through group practice will educators be able to combine their talents and information and work together to meet the demands of student diversity in ways that retain the benefits of past practice but that overcome its limitations.

These groups of teachers can bring to the task both a common store of knowledge and skills, but also different areas of specialty. Only groups of teachers are likely together to possess the wide range of information and skills really needed to work with today's student diversities. In order to achieve a shift from individual to group teaching practice, we must build upon the current collaboration initiatives among educational professionals in two ways. If collaboration means anything at all, surely it means that two or more people create an outcome for a student that no one of them could have created alone. Group practice creates just such an ongoing, dynamic context, helping educators with varying abilities to contribute to the kind of synergy necessary for effective collaboration.

Replace restrictive assignments with shared assignments.

Current teacher licensure practices tend to be restrictive, limiting the students an educator can teach to specific categories. Of course, some of these categories are broader than others, ranging from specific disabilities ("LD" or "MR" certifications for learning disabilities and mental retardation respectively) to "levels" of students ("mild", "severe") to disability types and particular ages (secondary severe, or elementary LD). One key feature of mixed-ability group teaching practice, particularly as we await changes in certification requirements to reflect the restructuring of schools, is that teachers share working with all children and youth as part of a team, regardless of their formal preparation or the labels on their certification. We think this step critical because it is one of the most efficient ways for teachers more narrowly educated to "cross-pollinate", quickly increasing the size of their common ground. More importantly, shared assignments create the contexts in which genuine collaboration can occur.

When Molly and Asta shared their perceptions and concerns – not just once in a brief exchange or meeting, but in the little captured moments of their ongoing shared experience –

they created with each other the capacity to challenge Rachel's official knowledge and then support each other to work through the consequences of that challenge. To her credit, Rachel was able to hear the possibilities in what Asta and Molly shared and courageous enough to permit the challenge to her official expertise, at least on an experimental basis.

We have encountered a number of schools pursuing group practice through shared assignments. A common first step among special educators is to assign various special education support staff within a building – resource room teacher, speech/language specialist, Title 1 teacher, previous self-contained classroom teacher – to a smaller number of classrooms where they can be responsible for students with all the labels they had each separately served across a much larger number of classrooms. While the previous resource room teacher may feel unprepared to assist the student with significant multiple disabilities, learning how to gather that information from colleagues with different specialties is a "step on the way" to more complete group practice with general educators.

Other schools we know are beginning to create group practice work groups that include some number of general educators as well as one or more special educators and other certified or classified support staff. Just this year South Valley Elementary School, with which we have a long standing collaborative relationship, reorganized into three smaller "vertical" communities. Each includes classroom teachers from kindergarten to grade 5 as well as a special educator and a number of classroom assistants previously assigned either to special education or Title 1. These new groups are just beginning to construct the kinds of working relationships that will support their various efforts to change their teaching practices, improve literacy, experiment with multiple intelligences theory, and develop better student assessment systems for what they actually teach, but already there are new roles for the special educators as members of the workgroups.

Two of the workgroups have already begun designing curriculum together. Since they are part of the discussion from the beginning, the special educators can help tailor the development of the various learning objectives, activities, and assessment tools to better incorporate the unique learning of labeled students. Being part of the design of general education curriculum from the beginning means that special educators no longer have to try to "fit" labeled students into a completed plan. It also creates opportunities for previous special educators to teach more aspects of the plan to all the students instead of being relegated as "helpers" for those that might be having trouble or need extra help or support. In one of the workgroups the commitment to **group** practice has allowed them to group all the students into smaller literacy groups, each of the members of the team taking responsibility for several, regardless of the official title or certification, each member of the team contributing support in his or her own areas of knowledge and interest to others so that students in all the groups experience the best teaching of the collective team.

Other buildings are reorganizing more around grade-level or block teams, where groups meet regularly to share curriculum planning, allocate resources, schedule activities, share teaching tasks (e.g. rotating the class through each of the three or four teachers when doing a unit, each teacher focusing on material according to his/her strengths and interests), and to problem solve issues on behalf of the now "mutually owned" students. In some schools, teams stay with their students, some for as many as 10 years (cf. The Danish school system) to achieve maximum benefits of long-term relationships among teachers, students and families.

Personnel preparation programs are reflecting a transition to group practice as well. More gradually, but increasingly, initial preparation programs are merging foundational general and special education content and licensure outcomes. Some states are simultaneously shifting from restrictive, "stand alone" licensure categories to a greater emphasis on "add on" endorsements to initial, usually broader licenses. Innovative continuing professional development opportunities also encourage shared general and special educators to study collaboratively with pre-service students as they pursue continuing professional development and specialization (e.g., Baumgart & Ferguson, 1991; Ferguson, 1994; Goodlad, 1990). In this way the directions of ongoing professional development can be determined by the needs of a particular group or school to "round out" or increase some area of capacity, say in designing behavioral and emotional supports or extending their use of technology.

From a focus on teaching to a focus on learning

Historically we have cared most about what students *know*. Teachers must "cover" content, making sure that as many students as possible remember it all. We've assured ourselves that our schools are doing well through the scores students achieve on tests which measure their acquisition of this content – at least until the test is over. Much teacher work involved introducing new material, giving students various opportunities to practice remembering that content, and assuring all of us of their success by frequently testing memory and mastery in preparation for the official achievement assessments.

The confluence of demands upon schools as we move toward the largely unknown demands of the next century is gradually shifting educators' focus away from what gets taught to what gets learned, and used. Elementary and secondary teachers everywhere are beginning to experiment with new curricular and teaching approaches that emphasize students' mastery not just of facts and content, but also of essential thinking skills like problem-solving, analysis, collaboration, and experimentation. Rather than measuring what students have remembered about what we've taught, educators are as interested in how students can demonstrate that they understand and can use whatever they've learned in school and in their various pursuits outside of school. Many promising curricular and instructional approaches are emerging in general education. Some teachers, for example, design learning unique to each student through the logic of multiple intelligences and learning styles. Learning is increasingly active, requiring students not just to listen, but to learn by doing. Teachers are turning to projects, exhibitions, portfolios, along with other kinds of curriculum-based information and measurement strategies, to learn what students have learned and can do with their learning (e.g., Darling-Hammond, Ancess, & Falk, 1995; Fogarty, 1995; Harmin, 1994; Valencia, Hiebert & Afflerbach, 1994).

The values and logic behind these approaches can be extremely powerful when extended to all kinds of diverse learners, including special education labeled students. Nevertheless, this is also an area of schooling where the "cross-pollination" between general and special educators has yet to occur very thoroughly. For example, special educators have used activity-based assessment, individually-tailored curriculum, and locally-referenced, community-based instruction for some time now. They created these approaches precisely because they were concerned to use time well for students who might find learning difficult, even slow. Directly teaching students in ways that emphasized how they used their learning not only saved valuable time, but for some students was the only way for them to really appreciate their need to learn. For their part, general educators working with innovative designs of curriculum and teaching stretch their application to only part of the diverse students in schools today. Special education students generally fall outside the pale of such innovation in the minds of most general educators (and special educators familiar with them) even when the ideas and techniques would actually enrich and enable the learning of students with disabilities.

A major stumbling block in the synthesis of approaches that have emerged from both general and special education has been the documentation and reporting of student learning, both because standard grading and achievement measurement practices uncomfortably fit the new curriculum strategies, as well as because annually-written IEP goals and objectives rarely reflect or document what students actually learn in general education contexts. Like changes in curriculum, this shift in focus on student learning and accomplishments will also require restructured teacher planning, new assessment strategies, and less reliance on proscribed curricula. But achieving such changes requires working in two additional arenas.

Standards? Or Standardization?

There is great confusion among teachers about the role of *higher, national, standards* for learning and the incorporation of diverse learning agendas and accomplishments (Gagnon, 1995; McLaughlin, Shepard & O'Day, 1995; Oregon Department of Education Draft Performance Standards, 1996; United States Department of Education, Special Education Programs, 1996). Does "standard" mean standardization in the sense of every student accomplishing exactly the same thing to the same picture of mastery, performance or other measurement? If so, how can any standard accommodate diverse students – especially students with disabilities? If the call for higher national standards means that children really excel – push themselves to do, know, understand just a little more than they thought they could – then how can we compare the achievement of high standards from one student to the next? Never mind, from one school, one district, one state to the next.

Our work with schools suggests that the entire standards discussion is confusing the requirements of program evaluation – *i.e. how well are our schools helping the students* ***collectively*** *to achieve our articulated standards of learning accomplishment?* – with teacher, student, and parent needs for individual student evaluation – *how is Sarah accomplishing our articulated standards of learning accomplishment? And how does that make sense for her?* Within any group of students, learning accomplishment for some proportion of the group will not necessarily look or be exactly the same as for others in the group. In fact, it would be very surprising if there weren't several different patterns of accomplishment in any group of students.

Finding a way to legitimate that some students in any group can accomplish a "standard" in different ways is at the heart of the standards dilemma. If "accomplishment" can mean different things for different students – certainly a logical outcome of the individually tailored curriculum and teaching practices being encouraged – then the various student accomplishments are difficult to "add up" in any straightforward way. Yet adding up accomplishments against a single defined standard is the essential requirement of program assessment. If everyone is achieving the standards in different ways, how can we know how well our schools are doing collectively?

We think this dilemma is possible to resolve if the requirements of program assessment are separated from the requirements of student assessment. Each student and his or her parents should receive individual feedback about how well the student is learning, how much growth she has accomplished during some period of time, and how his or her accomplishments compare to the national or community standard established for our students as a group. However, discretion must be possible in letting any individual student know how he or she is compared to others.

There is no safety in numbers when your own individual achievement is compared to others. Teachers and parents should have the discretion to filter the comparative message for individual students in ways that encourage and enable interest and effort rather than discourage and disable it. Without interest and effort, learning is shallowly compulsory and soon divorced from use and pursuit.

At the same time, all students' various accomplishments can be summarized in individually anonymous ways to answer the question of how any particular school is achieving whatever the relevant agreed-upon standard for the students is collectively. In this way, the needs of program assessment and comparison can be met, while leaving the revelations of any particular student's accomplishment in the hands of teachers and parents – surely the best suited to decide. Those students within any group who do not achieve to some collective benchmark might have very good reasons for not doing so while still achieving the more general standard of excellent achievement in a particular area of focus, whether a common curriculum goal, an essential skill, or a learning outcome that emphasizes integration and use of learning in novel ways and situations. Surely the interpretation of the meaning of accomplishment for individual students should rest with those most intimate with the student's learning. An accomplishment rate of 60-80% for any group of students on any collective benchmark would likely tell a school that they are teaching everyone well ,and 20-40% are accomplishing the benchmark in unique ways (Reynolds, Zetlin & Wang, 1993). As in all good program assessment, the appropriateness of the collective data is best judged and used by those closest to the operation of the program. It is the teachers, staff and families that can best determine how the range of results reflects the students with whom they work or whether the collective results should encourage revision of curriculum and teaching practices.

From "Fixing" to Joining General Education

The very notion of an inclusion specialist is predicated upon the idea that general educators simply do not know how to teach students with disabilities and that we special educators must teach them our special knowledge. We have argued here that the idea is fundamentally flawed – many general educators **do** know a lot about teaching students who are different, even disabled, when given the chance. We've also suggested that the expectation that special educators would pass on their knowledge, thereby risking their future as educators, is equally flawed. Our proposal to think instead of "mixed ability groups of teachers", each with different specialties to contribute to the teaching of very diverse groups of students, is one way to integrate the uniqueness of the previous separate "general" and "special" educators into a single, multi-talented teaching corps.

At the heart of our message and analysis in this chapter is that we special educators should stop trying to "fix" general education by trying to make them more like us. There is, of course, an understandable historical reason for thinking that general education needs to be "fixed" to better meet the challenge of students' disabilities and diversities. The field of special education is an artifact of the effort, beginning shortly after the advent of compulsory education, to sort "different" students of any kind into other environments where specially trained teachers might better meet their learning needs. Returning such students to the very environment that rejected them seems educationally irresponsible and foolhardy unless that receiving environment is changed in some quite substantial way.

Our experience, however, suggests that the long separation between the people and practices of general and special education has irrevocably altered both perspectives. General educators feel unable and ill-suited to teach students with disabilities. Special educators believe they know much about teaching students with disabilities, but really know little about the general education into which inclusion demands students and special educators must operate.

Too much of our rhetoric has been about changing general education. We are asserting here that special educators are ill-equipped to lead such an agenda. Instead, we encourage both special and general educators to assume the role of learners. Only when special educators know more about general education, especially the emerging reforms in general education that might easily accommodate the difference of disability, will it be possible for them to share their unique information and experience in ways that are accessible and understandable to general educators. In turn, general educators are more likely to hear and use information from colleagues that speak the same educational dialect of school improvement and student accomplishment.

We need schools that benefit from the experience of **both** general **and** special educators in the design and accomplishment of student learning. We think this book contributes to an effort to shift from our tendencies to frame issues and understanding as "either/or" to a new tendency to seek "both/and".

Defining Change: One School's Five Year Collaborative Effort

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Submitted to International Journal of Qualitative Studies in Education

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Defining Change: One School's Five Year Collaborative Effort

Five years can be a long time for a researcher. Even lengthy research efforts rarely exceed schools' natural 10 month rhythm. But five years in one school, long as it seems, can mark only one or two cycles of change effort. The nearly chaotic pace of day to day school life serves as upspeed counterpoint to the slower pace of educators' collective efforts to make any kind of fundamental change in that daily reality. Yet changing the daily reality of schooling is exactly the task educators must engage while maintaining attention to the rigors of living it at the same time. It is an effort that is extraordinarily complex and unpredictable.

As we are beginning to realize (Asuto, et al, 1994; Clark & Asuto, 1994; Fullan, 1994; 1996), changing schools is both a nonlinear and bi-directional task. "Top down" policy changes must be met by "bottom up" changes in capacity, commitment and coherence among teachers, students and families if changes are to become more than superficial accommodations. At the same time, there is no single roadmap for achieving deeper change. Local events, resources, and personal dynamics combine to create for any particular school or district a unique choreography of change, characterized as much by stepping back as by stepping forward.

This paper presents an account of one school's journey over the past five years. It is a journey my colleagues and I have been privileged to join as researchers, teachers, supporters, and collaborators. Our participation has spanned the activities of two federally funded research and two professional development grants (Ferguson, D. & Ferguson, P., 1992; Ferguson, D. et al, 1994; Ferguson, D., 1989; Ferguson, D., Ferguson, P., Rivers, & Droege, 1994) and several state grants to the school and district. During this time, our focus shifted from one on inclusion as a special education reform to special education and disability as one part of broader school restructuring (Berres, Ferguson, Knoblock & Woods, in press; Ferguson, 1995). Our participation also changed from roles as researchers granted access to study schools' responses to various reform demands, to university and school faculty co-constructing change in ways that both respect and exploit the strengths and capacities of each group.

This paper is also *my* account. As the senior university faculty member, I have enjoyed a significant role throughout the period of collaboration with South Valley Elementary School.[1] I have both the need and opportunity to share results and reflections about that experience in ways that are quite different from, and likely irrelevant to my collaborators at South Valley. This paper is one such example. However, there are many others. Additional members of the university faculty (Cleo Droege, Mary Dalmau, Phil Ferguson, Jackie Lester, Gwen Meyer, Ginevra Ralph) have contributed to other publications and products, and shared the collective learning through a large number of presentations, courses, and workshops. Similarly, the faculty and administrators of South Valley (especially Tracy Stevens, Maura Dervan, Diane Hicks, Bruce Kelsh, Lee Holden, Phil McCullum, B.J. McCoy, Doris Potter, Linda Randall, Holly Richardson, Jan Settelmeyer, Deb Wiskow) have shared their experiences at state and regional conferences, together with us at state and national conferences, and by teaching our graduate students in practicum and courses. While we may never achieve a balance of benefit, it is certainly our commitment to make our collaborative efforts pay off for all involved in ways each define as important.

Having clarified this paper's place in the larger collaboration, I will begin by summarizing the research approaches we've used to guide our participation in South Valley's reform efforts. The second section introduces the school, followed by a summary of what we observed and learned during the first three years of the research. The current project and results and reflections to date will be presented in the final section of the paper.

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[1] South Valley is a pseudonym. It has been our practice to use the names of the school and various faculty only when we are sharing a presentation or when we have their expressed permission.

Investigating Inclusion & Reform Interpretively

Both funded research projects used a variety of specific methods associated with an interpretivist approach to research. While not always labeled as such, interpretivism is becoming increasingly common in special education and disabilities studies, as are discussions of how it is done (e.g., Bogdan & Taylor, 1990; Ferguson, Ferguson & Taylor, 1992; Jacob, 1990; Peck & Furman, 1992; Skrtic, 1995). Interpretivist research often employs qualitative and quantitative methods, but within a different set of basic beliefs about knowledge and inquiry from the more familiar assumptions of objectivist research (Ferguson, 1993). The distinction is one between research paradigms (e.g., objectivist and interpretivist) and research methods (e.g., quantitative and qualitative). The studies reported here operated within an interpretivist paradigm, and used both qualitative and quantitative methods.

While there are many varieties of interpretivist research, it generally exhibits three strengths that are particularly well-suited to the study and understanding of inclusion and school change. First, interpretivist research encourages an emphasis on holistic understanding of the event or setting being studied. In its emphasis on "thick description" and "local knowledge" (Geertz, 1973; 1983) interpretivism seeks the **cultural** dimensions of social reality. If we are ever to understand how and why inclusion can lead to successful learning and social outcomes for all students, then we need to understand the cultural complexity within which success must take shape. In short, we need to understand the culture of the schools where inclusion occurs. As one ethnographer has described this emphasis:

> *One individual's responses and experiences, even one utterance, may reveal more about a "cultural form" than a whole scientific survey of "attitude." And the truth or not of this must partly be in how it touches others' experience in its reception. (Willis, 1980, p. 218).*

A second strength an interpretivist approach brings to the study of inclusion and school reform is an emphasis on the personal perspectives of the individuals within a given setting. This dimension of interpretivism is often described in terms of a "phenomenological" appreciation of a topic. For example, how do individual teachers perceive – interpret – efforts to include students with diverse abilities and backgrounds into their classrooms? The "phenomenon" of inclusion and its implications for curriculum, teaching, and classroom management is something that inevitably differs from teacher to teacher, from class to class.

Finally, interpretivist research is particularly adept at the type of collaborative approach which removes the distance between researcher and "subject" (Whyte, 1991) that we are seeking in our current effort even more aggressively than in past studies. This participatory emphasis is especially valuable in understanding inclusion and how to support a successful merger with larger efforts to reinvent our schools. If one wishes to capture both the complexity of circumstance and the nuance of personality within the social construction of inclusion, then the active collaboration of the key participants involved in that ongoing effort is essential. Moreover, this needs to occur through all phases of the research effort, from the design to the final analysis. The flexible, emergent approach to data collection and analysis that is implicit within interpretivist research is ideal for such collaboration and is one upon which we increasingly rely.

Our first study, *Regular Class Participation System,* (H086D90011; Ferguson, et al., 1993) also included a parallel quantitative study that used a quasi-experimental design to measure the impact of a set of procedures we had developed for use by special educators seeking to "include" their students in general education classrooms. The focus of the interpretivist research strand, however, was to more openly investigate "what happened" when teachers tried to use any set of procedures or strategies (including ours) to include students with severe disabilities in general education classrooms. At the time, our use of more participatory research strategies was limited. Nevertheless, the overall interpretivist approach assisted us to build the kind of rapport that would serve later, more participatory phases of our five year collaboration. Although the study involved 17 schools over three years, South Valley joined the project only in the last year.

During that year, three researchers made a total of 52 visits that included 13 separate, full day observations, and 29 interviews. At the same time, five teachers from South Valley were participating in a three course professional development opportunity that involved attending our university-based course once a week for the entire school year. Also during this time, we had 5 practicum students that each spent at least one term in a South Valley classroom. Thus, our "data" included both formal fieldnotes and interviews as well as the more informal information generated through a variety of other ongoing involvements. This more informal information was captured in our journals and meeting notes, complementing the growing research database.

Multiple involvements with South Valley continue. In some years the balance emphasized professional development and teacher education through our courses and practicum students. In other years, or during parts of years, our formal research involvement dominated with many and frequent interviews and observations. Since our initial involvement with South Valley, at least 20 faculty and staff have participated in our 4 course professional development sequence, in addition to participation in other district-based courses, presentations, and workshops and at least 10 practicum students have benefited from working in the classrooms of South Valley teachers.

The purpose of the current study, the *Reinventing Schools Research Project*, (HO86D40002) is to deepen our understanding and interpretation of educational reform initiatives as they evolve within the culture and circumstances of individual schools and classrooms. Certainly one of our interests continues to be how the inclusion of children with all types and degrees of disabilities affects, and is affected by, these larger school reform efforts. However, we are more convinced than ever that this specific interest in inclusion cannot be artificially separated from a more thorough understanding of the change process in general, regardless of the specific area of school reform under discussion. Moreover, we are also convinced that any full understanding of the change process will only happen in a fully collaborative partnership between local districts and university-based researchers. To these ends, the current project has two research strands. The first involves collaborative research agreements with the Site Councils of individual schools. Site Councils are groups of teachers, administrators and parents that serve as a representative management and decision-making group. Although the activities and governance responsibility varies from school to school, all schools in Oregon have Site Councils as a requirement of legislated school reforms.

The second takes a more "micro" focus through collaborative research agreements with individual teachers who wish to improve their own teaching practice through research. South Valley is one of five schools involved in the school-based strand, and to date two of South Valley's teachers have or are currently participating in the teacher-based studies. This paper, however, draws primarily on the school-based strand which seeks to answer the questions listed in Table 1 through multi-year agreements.

Table 1: School Case Study Research Questions

What happens in elementary and secondary schools that are actively and systematically pursuing both inclusion of students with all types and degrees of disabilities and systemic general education reform?

- What conditions are conducive to achieving both inclusion and broader school reform?
- What supports are identified as necessary in the initial and ongoing phases of reform efforts?
- What are the roles of various personnel and how do these roles change over time? What conditions facilitate these role changes?
- What strategies emerge as facultative of the merger of reform initiatives emerging from general and special education?
- What barriers are identified and what tools are employed to address the barriers?
- What change plans emerge and how are they understood by various members of the school community?
- What do various members of the school community identify as accomplishments and remaining tasks?

Before detailing our current research agreements, accomplishments, and results, I wish to introduce the school more fully and summarize the results of our first three years.

South Valley Elementary School

With a student population of nearly 500, South Valley Elementary School is the largest of the five elementary schools in South Hills School

District. The District serves families from Oregon's Coast Range to the Cascade Mountains and includes the town of Cottage Grove at the south end of the Willamette Valley. The district's 2,872 students are a diverse population from urban, rural forest, farming, and ranching communities. The area also has a growing Latino population migrating from California. However, continuing reductions in the timber harvests have closed several area mills, resulting in an unemployment rate of over 12% and eligibility for free or reduced lunch for more than half of the District's students – 56% at South Valley.

Despite its size and poverty, the South Hills School District is very active in Oregon school reforms. Each school has an active Site Council and has received at least one state restructuring grant – South Valley has had three. The high school was the first in the state to award the new Certificate of Initial Mastery (CIM) at the end of the 93-94 school year to tenth grade students meeting all CIM outcomes. High school students in grades eleven and twelve developed, with their parents and advisors, individual education plans toward a Certificate of Advanced Mastery (CAM). SHSD has also been an early implementer of the Oregon Department of Education's "supported education" initiative for students with disabilities. Currently, 14% of the student population receives special education services, all within their home schools, and many mostly in general education classrooms.

The District provides an early release of students on Wednesdays to provide staff with time for collaboration, professional development and program evaluation. The Family Partnership Plan provides the district with very strong volunteer support from parents, businesses and civic groups. In turn, the District supports a parents resource center – The Primary Connection – that assists all the schools in their efforts to support expanded family linkages. South Valley has a particularly strong record with a total of 105 volunteers contributing 6,874 hours of assistance during the 1994-95 school year. This year is already showing an increase.

During the period of our involvement, there have been several significant administrative changes. The superintendent who had brought a number of new central office staff and new initiatives to the district left after three years, frustrated with the board's resistance and sluggishness in responding to reforms. The tenure of the new superintendent lasted only a year and generated a good deal of board and community controversy and concern over management. The first interim superintendent remained only a few months before moving on to another, more attractive, position. The current superintendent has stepped out of retirement to complete the school year while the district searches for a permanent replacement. During this same time, the special education program leadership shifted from half time responsibility for one of the elementary school principals to a central office position. Within South Valley Elementary, the principal of 8 years left last spring for a position in an international school in Lima, Peru, replaced by co-principals who are just beginning their administrative careers after many years as very successful classroom teachers.

Discovering Disability and "Doing" Inclusion

We began our research at South Valley in 1990 when the District brought back students with disabilities they had been sending to the intermediate school district classrooms located in a nearby town. Since South Valley had long housed a self-contained classroom for students from across the district, it seemed logical at the time for students to begin at South Valley, and if successful there, move on to their home schools at a later date. Early that spring the district formed a "supported education" leadership team that included a teacher from South Valley. The meetings, attendance at a summer institute, and other professional development activities led to the hiring of Joni Fox[2], a new teacher we had recommended, to help South Valley include into general education classrooms the six current special education students and the 6 more that would arrive over the course of the year.

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[2] In accordance with our informed consent procedures, all specific names used in vignettes are pseudonyms

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We learned a great deal about inclusion from Joni and her colleagues over the next three years. Elsewhere we have detailed the events of that period for both South Valley and its effect on our own research and teacher education efforts (Ferguson & Meyer, in press). Here I will only summarize the major lessons we learned about inclusion with reference to three shifts experienced by the teachers at South Valley. The first involves the shift from teacher to itinerant specialist that Joni, as well as a number of other special educators, have experienced as a consequence of inclusion reforms. The second is the shift from "landlord" to everyone's teacher that general educators often experience as they adjust to inclusion reforms. The last involves the shift from "doing inclusion" to "improving our school" that characterizes South Valley's current agenda and our collaboration.[3] Shifts in our own practice and university-based researchers and teachers is included in the longer account (Ferguson & Meyer, in press), but only occasionally referenced here.

From Teacher to Specialist

Before the year even began, Joni had succeeded in scheduling her seven students in various general education classrooms. She was a promoter and "change agent" in her own mind and in all her actions. She personalized the district decision to "bring back kids" into a day to day crusade to "change attitudes" and to promote the images of *her* students. Despite a rocky start trying to support one new student's challenging behavior in a grade four classroom, Joni quickly "transformed Room 3," by essentially emptying it. She and her two assistants swept through the school, crusading to create "whole building change, to have an impact on the whole district about how special education should be done." As the year wore on, however, the task of being everywhere, providing support to a total of 12 students, all more severely disabled than any student who had every previously attended South Valley, became a huge logistical challenge.

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[3] Some of the ideas for this section have also been reported in Ferguson, D.L., & Ralph, G.R. (in press). The changing role of special educators: A development waiting for a trend. *Contemporary Education.*

Joni, like many other teachers struggled over the course of the year with the shift in role from *classroom teacher* to *itinerant specialist.* From the beginning she was torn between being the students' teacher and supporting other teachers. She was, on the one hand, absolutely committed to providing teachers whatever supports they wanted, on the other, she took full responsibility for *her* students' behavior and learning. Yet, the task was too big.

> *I mean, I have three EAs who work six hours each. I have twelve kids, some of whom need six and a half hours of support a day, and they are in eight different locations. It's a phenomenal task to take on . . .*

And the task took its inevitable toll. By the end of the year, Joni was exhausted and "letting some things slide". Joni had become a "teacher without a classroom" and found the task to be nearly impossible to do well.

As Joni, and many other special educators, leave their separate classrooms to work in other teachers' classrooms, the logistical problems of decentralized service delivery become real and challenging. Some travel between several schools, but even those like Joni who work within a single school, face the management challenge of scheduling time with each of their students within the constraints of other teachers' constantly changing and rarely predictable schedules. At best, these traveling teachers are able to deliver effective teaching some of the time. At worst, their students may learn less while suffering increased visibility as different by virtue of the special attention and the unresolved question of teacher ownership. During our work with South Valley and 17 other schools around Oregon, we saw many such "Velcro" students – immediately recognizable as different – not so much because of any particular disability or even behavior, but because of what they were doing in their general education classrooms, how they were doing it, and with whom. (Ferguson, et al., 1993; Ferguson, in press). Furthermore, Joni's constant cry of "not enough time," while the ubiquitous slogan of all teachers, for her and her peripatetic colleagues, was simple fact: too often they were not able to directly teach their dispersed students to their professional satisfaction.

The realization comes eventually, as it did to Joni, that they must shift from being *teachers of students* to *teachers of teachers and teacher assistants.* For many special educators this shift represents a personal loss. While there were other compensations, it was a struggle for Joni to find the same satisfaction in the more indirect effort to influence and enable other educators to teach her students. These new specialist educators also begin to worry, like Joni did, about the logic of using personnel who prepared to teach to support teacher assistants who possess no such preparation. (Apart from the special educators' skills in teaching and supporting adults, the general educators' just-blossoming abilities as teachers of all students, and the very real limits of knowledge and skills many teacher assistants possess; the loss of teaching children can be a most personal one. While Joni voiced that loss only indirectly in our interviews, others have been more direct and clear (Cameron, 1994; Katul, 1995).

From "Landlord" to Everyone's Teacher

For their part, many general educators approach inclusion, at least initially, as a request to share space with the teacher-without-a-classroom. "Support" gets defined by both general and special educators as an adult to take primary responsibility for the "included" student. Even when the new adults, "worked with five of my really low spellers and got them excited, working hard and trying to do well," so that "it's been really successful for my whole class," the ownership is clear and undisputed. The "included" students' learning is the responsibility of the special educators invested with the expertise to "meet their needs." If other students receive learning benefit as well, they are often the "really low ones."

The overriding assumptions about students learning remain. Both general and special educators' preparation for teaching emphasized the importance of identifying "different" students for referral so that they might receive the expert instruction and appropriate curricula they needed. Our parallel system of education charges general educators with identifying suspected problems for special educators to remediate or at least ameliorate. At South Valley, most of the teachers, like Molly Cole, understood inclusion to be about a relocation of special education services.

> *I'm happy to have her in my room for the socialization. . .but I can't promise you that she's going to be able to read at the end of the year. . . . I felt like, "You guys are the special ed people. It's your job and if you decide that she's really not learning what she needs to be learning this year, then I trust that you're going to come in here and take her out and teach her, but it's fine with me if she's in here."*

While "leasing space" to special education students and teachers is how many general educator's approach to inclusion begins, it often shifts at some point to an appreciation of the relative unimportance of the student's differences and a growing confidence that they can construct effective learning experiences even for quite different students. This realization happens for different teachers in different ways, and not at all for others. Molly's experience with Joni's student, Heidi, is one instructive example shared here in more detail. [4]

Molly's Discovery

Asta, our Icelandic masters student, whose practicum involved helping to support Heidi at the beginning of the year, was an important contributor to Molly's discovery. In her first days in the classroom, Asta worried about the support provided by the educational assistant (EA):

> *The assistant was sitting next to her, even supporting her arms and hands and telling her what to do . . . and trying to get her to look like all the other kids. In the very beginning I felt that this didn't look right. It looked so different from what all the other kids were getting. [I thought]*

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[4] Condensed from Ferguson, D.L. & Meyer, G. (in press). Creating together the tools to reinvent schools: A school/university partnership. In Berres, M., Ferguson, D.L., Knoblock, P., & Woods, C. *Creating tomorrow's schools today: Stories of inclusion, change, and renewal.* New York: Teachers College Press.

> *Heidi was getting frustrated. . .She didn't do the things she was supposed to do. She was hitting the assistant. When I was watching, I thought to myself, "She doesn't want all this support. She wants to do it by herself. She has a strong will."*

Asta kept these feelings to herself for awhile, but eventually "I just jumped in and said, 'I think she doesn't want this support'" during a discussion with Joni and the EA. Asta's challenge created some tense times for the next few weeks. Joni and the EA worried that things weren't working out well for Heidi, and decided that they would pull her back to Room 3. When informed of Joni's decision, Asta and Molly realized that they had been thinking the same things. Molly remembers:

> *My style of working with [Heidi] was not as demanding, not as forceful – a little bit more letting her guide and show me what she could do. The EA was guiding her, not giving her much power. I think Asta can work beautifully with her because her teaching naturally follows [the child]. But if you think of her as this little special ed child that you have to control and boss and tell her what to do and keep her on task, she's going to get real stubborn and you're not going to get much out of her.*

After several discussions, Joni agreed to postpone implementing her decision to remove Heidi and let Molly and Asta design a different support plan that used the EA less and permitted Heidi more flexibility. Together the teachers watched Heidi begin to work and learn. She began to "look so different! Happier!" "She was writing, working, sharing her journal with the other kids." Heidi learned all the objectives on her IEP and more. She learned to write more than her name, to not just copy letters and numbers, but write them in dates and little sentences. Molly was "blown away a lot of the time" about how well Heidi learned.

Asta realized that her years of experience as an elementary school teacher served her better with Heidi than she had expected, and better even than some of the special education she had learned in her B.Ed. program. By sharing their thinking and experience, Asta and Molly learned together that:

Heidi is not different. She's just like the other kids. We have to find out for each one what it is they need. Some of them are really easy and it takes you just a day to find out, [but] some of them are really tough [Asta].

If I hadn't had Asta in the room I would not be nearly as far as I am. She and I have the same sense about how to deal with children and to have somebody else in the room that you can bounce ideas around with has just been really wonderful. I don't think I would have been brave enough to do some of the things that I've done if I hadn't had somebody I respected to [confirm] what I was thinking and seeing. A lot of the other teachers in the building are wanting and getting more support – more EA's or Joni in the room – helping out with the children or working one-on-one with that particular child. The other teachers have found that to be very helpful, but in my classroom it was detrimental. Heidi wanted me to be her teacher and it was annoying to Heidi to have somebody else bossing her around. It was annoying to me to have someone else talking in the room when[the class was] trying to listen to me and to have the two of them fighting over whether or not she was going to do what she wanted to do. It was very frustrating for the EA because she felt like she wasn't getting any respect. [But] I didn't really know how to say to her "I'm the teacher here. I want you to do it the way I'm doing it." [Molly]

Joni couldn't expect that Molly's willingness to take over as Heidi's teacher would be the general response from other classroom teachers. She also felt the need to "take ownership as the special ed teacher" because she believed she was the one finally accountable to the system for Heidi's learning. Molly started to see some of the special education practices – now so much more visible in so many more classrooms – as somehow keeping children dependent, teaching them to wait for adult directions rather than taking responsibility for some of their own learning.

Other classroom teachers, assuming that "only the special educators knew how to work with these kids", or because of discomfort with the unfamiliar, were delighted to have Joni take primary responsibility for "her" students when they were in their classrooms. In these classrooms Joni and her EAs did a remarkable job of supporting the teachers, helping with both designing and teaching lessons, until teachers felt more comfortable. An interesting twist was that this was also the first time any of Joni's EAs had worked with students with significant disabilities, and in a few short months, their job had evolved from becoming familiar with the students themselves and learning how to support them to "letting them go." As time passed, they realized that the students should have a chance to be more independent some of the time. "Every minute doesn't have to be supported or supervised," and they made a point of working with all students in the class instead of just the "supported education" students, while Joni became, at least for Molly, an itinerant consultant rather than a visiting teacher.

Special educators become itinerant specialists of support teachers based in part on the assumption that they have a special expertise to share with "general" educators who now have been charged to teach students believed to have more complex learning needs than they have previously seen. To be sure, special educators sometimes do possess quite specific expertise in special instructional technologies, certain forms of assessment, education law, physical modifications and adaptations, and information about how to manage a variety of other relatively rare events and issues. Unfortunately, when such specialized information is decontextualized, interpolating it for general education content, assessment, and curriculum development is nearly impossible. Joni's task was much more than logistically difficult, but her basic competence as an educator helped her learn from Molly and Asta and gradually shift her role with other South Valley teachers as well.

Finally, the role shift from "support specialist" or consultant assumes that previous special educators are also experts in consultation and adult learning. Yet few special educators receive enough preparation in teaching adults to permit them to meet the highly variable needs and issues of the teachers they must support. For their part, general educators are often unclear about what kinds of support to ask for, or change their minds over time as Molly did, making it doubly difficult for the specialists to relinquish their status as holders of special knowledge.

From “Doing” Inclusion . . .

One of the interesting things about that first year of “doing’ inclusion at South Valley was that Joni and the existing resource room staff never joined forces. Of course, that created a certain confusion for the faculty and staff. Why, for example, should Joni’s students be included during difficult academic lessons when even more able but still needy students, were accommodated in the Learning Resource Center? If seemingly more able students needed to leave the classroom for necessary learning supports, and Joni’s students did not, did that mean they were not learning? South Valley was doing inclusion, but had done it by adding on and decoupling that program (Skrtic, 1991). Later principal Keith Noble reflected during an interview,

> *We still ended up with two separate programs. . . . We became very reliant on Joni and the two EAs who basically handled the kids with the most severe challenges. That wasn’t really the direction we wanted to head, but because of our history, that’s what we fell into.*

These questions and confusions rarely emerged during staff or other meetings, but we heard about them in both our formal interviews and informal chats throughout the fall and winter of our second year. During this same period, Molly’s experiences gradually influenced the experiences of a few other teachers and a second group of South Valley staff joined our four course professional development sequence. The classroom teachers were variously involved in the teaching, and owning, of Joni’s students. Some participated in the development of IEPs, independently adapted curriculum, or provided direct teaching. In most cases, however, Joni remained the “case manager” and took responsibility for paperwork and progress reports. Still, by March, when financial cutbacks meant that Joni would be riffed, enough South Valley teachers felt able enough to teach Joni’s students that no replacement was sought when Joni quickly found a new job..

Although the staff was certainly nervous about Joni’s departure, the occasion served to shift the supported education project from Joni’s crusade to a *school* responsibility. Students previously discussed only among Joni's team were discussed at staff meetings. Teachers not previously involved in the project began to talk to students in the halls. The Resource Center staff agreed to "shadow" the EAs and students for the remainder of the year and take responsibility for case management and paperwork. It felt to some of the faculty like they "were patching things together" for awhile. As summer approached, however, it was clear that out of the challenge of Joni's departure, South Valley faculty began to realize that they could accommodate new, more significantly disabled students by working together. They began to appreciate their potential for flexibility, for learning to think differently, and for changing roles and relationships among themselves. They also soon learned about their capacity to survive major trauma. Before the year ended, Keith Noble handed out 20 layoff notices and of those, only five staff were able to return when the dust had settled.

The third year was difficult for everyone. Class sizes grew, planning time was curtailed, the music and art teachers were gone, only one of Joni's assistants had returned and two new challenging students had moved into the neighborhood. It was like starting all over again.

> *It was really a stretch for people. . . we needed to "hang in there" until [the teachers and EAs] got over initial fears. It wasn't as though we had a lot of time to just go slowly. . . it was "Okay, you'll learn. You'll study these children and learn their quirks and that's the way we're going to go about it."*

Not surprisingly, the increased pressure and decreased resources caused some to question if it would be better for everyone to pull some of the most challenging students back to Room 3 for at least part of the day.

At some point, however, someone remembered that South Valley had a disproportionate number of students with severe disabilities because of the initial decision to assign all the returning out-of-district students to South Valley. Most were also now in grade five and would naturally move on to the middle school. While the challenges remained great and real, the focus shifted to transitioning all the fifth graders to middle school where they would finally be in their "home school." In the end, the South

Valley faculty not only sustained an overall commitment to the spirit of the original inclusion project, they broadened that commitment to students with other disabilities. By the end of the year, the Site Council and a majority of the faculty were actively advocating for all Title I and special education services to be integrated into general education classrooms. At the same time, the staff were experimenting with mixed age grouping and the curricular reforms that were part of Oregon's 21st Century school reform initiative. Some teachers, anxious about mixed age groupings, chose to "step-up" with their class to the next grade level. Staff meetings included beginning discussions about restructuring into three inner school teams. Everyone was concerned about continuing financial cutbacks.

From "Doing" Inclusion to "Improving Our School"

In 1991, the Oregon legislature passed comprehensive education reform legislation known as the "Oregon Education Act for the 21st Century" Project (H.B. 3565). Recently revised and expanded (H.B. 2991), the reforms meet and exceed *Goals 2000*. Elementary schools throughout Oregon are moving to an ungraded primary school structure, with concomitant reforms in curriculum and teaching approaches. Extended school days and statewide choice remain on the near horizon. A new component of the revised legislation is that all districts and schools develop school improvement plans to guide not only energy and agendas, but also the allocation of still scarce resources.

Our experiences over three years with the faculty of South Valley and a number of other schools, had contributed greatly to our learning and generated a number of changes in our university teaching. More important for this account are the changes in research we undertook in the newly funded *Reinventing Schools Research* Project. Committed to more collaborative and participatory research, we planned to let the faculty of each school establish our specific research questions and guide our efforts. We believed that our interest in understanding how schools were going about meshing the various reform initiatives from both general and special education would contribute to our understanding of how students with disabilities could participate in, and benefit from, broader school reforms and restructuring. Almost no matter what a school chose to focus upon, or what they choose to focus our research efforts upon, we believed that that focus would likely teach us what we wanted to know. Our specific plan was to offer our research assistance to the Site Councils in various schools and to negotiate a research agreement to guide our questions, data collection focus and schedules, analysis requirements, and reporting schedule.

Negotiating a Research Plan

We took our offer first to South Valley. It is difficult to describe the resulting discussion, even with the aid of fieldnotes. Over a period of nearly 2 months, we met with the Site Council, the principal, small groups of teachers, the entire faculty and staff, and again the Site Council, and so on. Over time, two broad responses to our offer emerged. First, and perhaps most predictable, was a genuine puzzlement among the faculty and staff. What did we want to know specifically? What did we want them to do? Since we had been participant observers before at South Valley, we realized that they were not merely puzzled by the different research approach. In the past we had been studying their efforts to include students with severe disabilities. Now we clearly stated that we were interested in studying all the various changes they were trying to make, or avoid.

The second kind of response to our interest in studying the school's efforts more broadly, was a long list of various efforts, each sponsored by one or two teachers. Two teachers were working on developing student led conferences, another was revising her math curriculum. Still another was developing a curriculum-based measurement system using probes and student goal setting. The fifth grade teachers were trying to develop new procedures for transition to middle school. One third grade teacher was piloting the new literature-based reading series under consideration for adoption. The special education staff were experimenting with a consultation model in order to decrease use of pull out services. Another grade three teacher had "stepped up" from second grade with her class after more than 10 years and was trying to learn the grade 3 curriculum. The fourth grade team was revising an integrated project, developing scoring guides for presentations and experimenting with portfolios.

All these efforts and more were related in various ways to broader school reforms, but they were not *school* reforms. We eventually realized that the experience of reform and restructuring at South Valley was essentially an individual rather than a collective one. Furthermore, while there was a great commitment to reform, even an urgency among some, there seemed to be little coherence across the various efforts, and perhaps little alignment.

In a recent article, Fullan (1996) identifies overload and fragmentation as major barriers to reform and calls for a shift in attention from efforts that focus on the "system" to ones that seek to "achieve greater clarity and coherence in the minds of the majority of the teachers" (p.421). Once we had identified the problems of fragmentation and overload at South Valley, our offer to help with the school's reform agenda changed to trying to help the school articulate that agenda. Specifically, we proposed to interview every member of the faculty and staff, a sample of parents, and observe in as many classrooms as were willing to permit our visits. Our purpose, now newly articulated, was to assist the school to see "the big picture," to provide the very coherence that seemed to be missing (see Table 2 for strategies). In so doing, we hoped the resultant profiles would (1) contribute to the development of school improvement plans, (2) shape or direct professional development activities to be inclusive of all students, and (3) contribute toward improved family/community linkages with the school.

Table 2: Profiling Strategies

In-depth interviews with parents & staff
- characterize the year
- characterize the faculty
- characterize reform efforts
- identify issues & agendas
- envision the future

In-depth observations
- curriculum practices
- evaluation practices
- pedagogical practices
- structural features and habits
- varying missions

We began our interviews and observations in January, 1995. Only three of South Valley's 20 teachers declined observations and only two declined to be interviewed. We had agreed to complete and summarize our findings from teachers before beginning parent interviews in late spring. Throughout, teachers and staff were candid. Most shared their frustrations and interpretations easily and with confidence in our discretion. Interviews were often quite short, given teachers' limited time, and most averaged about 30 minutes. Despite what might be a limitation in other situations, it seemed to us that the data were rich and reasonably complete. Initial interviews were followed by repeated short interviews to fill out information. Observations were also relatively brief, involving 20-40 minutes combined with brief interviews. We visited most classrooms 2-3 times in order to gather similar information from each one. Despite the short bites of time in which data were gathered, it took about 6 weeks to complete both the interviews and observations and another 4-6 weeks to finalize our analysis and prepare a presentation for the faculty, though we have since completed similar profiles for other schools in less time.

Drawing the Picture: Getting Methodologically Creative

As the analysis proceeded and we were faced with preparing a presentation of all that we'd learned, we struggled with three questions: (1) what form should the report take? (2) how interpreted should the data be? (3) how much, if any, of our own impressions and interpretations should we share?

Reporting. The most common way to report back in such a situation would be to prepare a case study report that is presented briefly and left for staff to read. However, we knew that reading, even something a teacher might be highly motivated to read, was not preferred by teachers. Furthermore, interpretivist research reports generally do not have a reputation for brevity. We also worried that reading a narrative would be an essentially solitary task, encouraging a variety of individual reactions and interpretations. Since our purpose was to provide some coherence for the *collective* effort at South Valley, it seemed that we should make the presentation of information a collective experience as well. Our strategy was to prepare graphic summaries of all the information, 35 in all, that we presented in 45 minutes during a late afternoon staff meeting. We did not invite discussion at that first meeting, but instead provided each member of the staff with a copy of all the visuals and scheduled another meeting for discussion one week later. While one outcome of our data collection was to assist South Valley faculty and staff to develop a program improvement plan, an important additional outcome was to increase coherence in the work lives of individual teachers. In order to serve this latter purpose, we both collected and summarized information intended to "fill in the gaps" in teachers' information about each others' practices.

Interpreting. Of course it is impossible not to be interpretive, at least to some extent, when doing interpretivist research. Nevertheless, we made a self-conscious decision to focus on *summarizing* the information we had gathered and to invite the faculty of South Valley to interpret it for us. We took as our metaphor being a mirror and mirroring back the information in a form that would encourage a focus on the "big picture." Nevertheless, some of the information we had to share might be heard by the staff as negative. Indeed, some of what teachers shared was negative about individuals, about decisions made in the past, about options for the future. While we did not want to screen out this information, it was important to find a way of sharing it that would encourage constructive use. To this end we made a commitment to "mirror back" information only in a form that made it impossible to identify any single teacher or classroom unless that teacher chose to self-disclose. We also sequenced the presentation so that information that might be received as negative or challenging was sandwiched between less challenging information.

Sharing. As university-based researchers, we are well aware that many school personnel are suspicious, even actively rejecting, of the intentions and activities of researchers, finding them either punishing, ultimately unhelpful, or both. On the other hand, we have frequently been expected to provide the very answers more suspicions school personnel reject as unrealistic. Over time we hoped to establish enough credibility with South Valley faculty to be asked for our perspective, but decided to offer nothing directly in our initial presentations except what was unavoidably contained in the choices we made in the summarizing and sequencing of the data.

South Valley At-A-Glance: Creating a Balance of Teacher Diversity

For South Valley, as for other schools we have profiled since, an overriding metaphor or image emerged. In one school, the metaphor involved gears meshing or not meshing. In another, the linkages among three different cultures and communities dominated the analysis. At South Valley, the overriding image was about balancing diversity. It seemed to us that there were some dimensions of diversity that served the school well, creating many more options for children and adults. There also seemed to be other dimensions of diversity that drew upon too broad a range, contributing instead to a lack of coherence at best, and more serious conflict at worst. Although it is impossible to include all the information in a manuscript format, I will try to summarize our 35 visuals with only a few illustrative examples.

We began by sharing the adjectives collected in response to the interview questions "What three adjectives describe this year for you so far?" and "What three adjectives describe this year for everyone?" Figure 1 depicts the collective adjectives which were loosely color-coded as either positive, negative, or neutral. We then shared a series of summaries of various practices that few teachers ever know across any but the smallest buildings. While this information might not be directly linked to

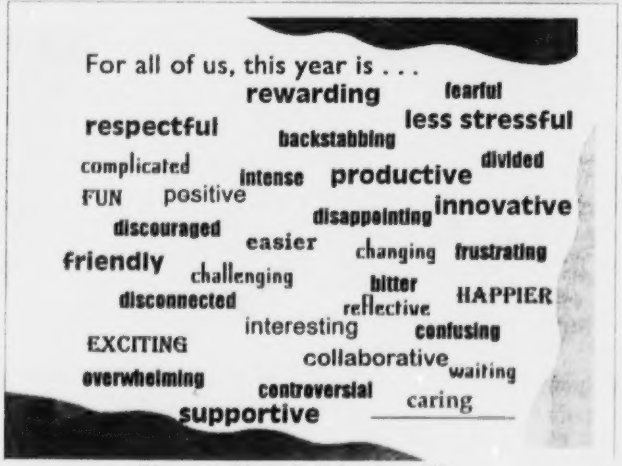
For all of us, this year is . . .
rewarding
fearful
respectful
backstabbing
less stressful
complicated
intense
productive
divided
FUN
positive
disappointing
innovative
discouraged
easier
changing
frustrating
friendly
challenging
bitter
disconnected
reflective
HAPPIER
interesting
confusing
EXCITING
collaborative
waiting
overwhelming
controversial
caring
supportive

Figure 1: Phase I: School Profile

school improvement plans, we felt it would contribute to each teacher's "big picture." Figure 2 and 3 illustrates a small sample, while Table 3 lists all the practices we summarized.

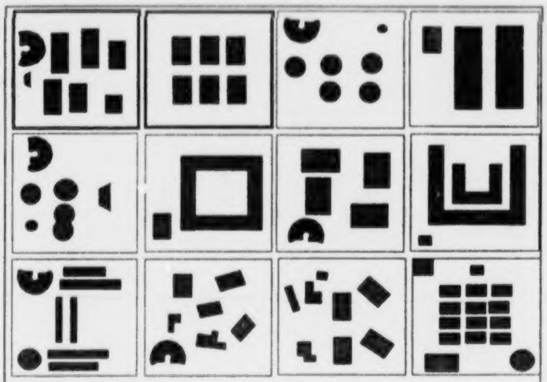
Classroom Arrangements

Figure 3: Phase I: School Profile

It was interesting, for example, that time spent outside the school day for planning ranged from zero (one teacher) to 20 hours (4 teachers). Of the sixteen classrooms, three never used any kind of volunteer support, while 5 used over a dozen each week from among parents, high school students, and practicum students. Committee involvement similarly ranged from 3 people who served on no internal or external committees to eight people who served on a variety of district committees and task forces.

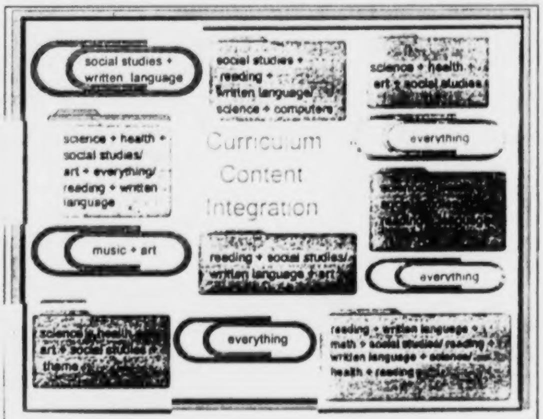
social studies + written language
social studies + reading + written language/ science + computers
science + health + art + social studies
science + health + social studies/ art + everything/ reading + written language
Curriculum Content Integration
everything
music + art
reading + social studies/ written language + art
everything
science + health art + social studies + theme
everything
reading + written language + math + social studies/ reading + written language + science/ health + reading

Figure 2: Phase I: School Profile

A slightly more provocative set of information, with regard to program improvement planning, included a series of histograms that documented a comparison between teachers' planned time and actual reported time during one week for various content area instruction. We collected information on planned and reported time spent

Table 3:
Practices Summarized

- schedules
- classroom rules
- habits & routines
- teachers' outside of class involvements
- curriculum & teaching patterns
- classroom arrangements
- teacher planning time
- committee involvement and meetings
- classroom jobs
- classroom celebrations
- classroom management strategies
- activities with other classrooms

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on reading, math, social studies, art, writing, Spanish, PE, music and computer. If teachers' plans and reports included activities and lessons that integrated content, we asked the teacher to roughly apportion the time. The data were revealing. They showed, for example, that teachers' ability to address areas previously supported by specialist teachers (art, music, PE was very limited for most and missing altogether for others. Science and social studies lagged a poor second compared to the time planned and reported spent and math and reading. Of course, we did not observe and record in any concrete way how time was spent from an outsider perspective. And, admittedly, teachers' reports of time actually spent compared to time planned might have been inflated. We would not defend the accuracy of the data in an objective sense. Still, teachers' plans and estimates, when summarized collectively, were remarkably consistent and revealing. On the one hand, the data revealed the disproportionate emphasis on reading and math over science and social studies by nearly a factor of three in most classrooms. On the other hand, the data revealed some interesting discrepancies between Title I and special education support, with a much wider variability in special education (for three classrooms in particular) and nearly no variation in title I support. At the same time, Figure 4 illustrates that the special education support staff tended to provide in-classroom support more often during the relevant instructional time, which Title I staff provided support for reading during reading in only half the classrooms and support for math during math time in no classrooms.

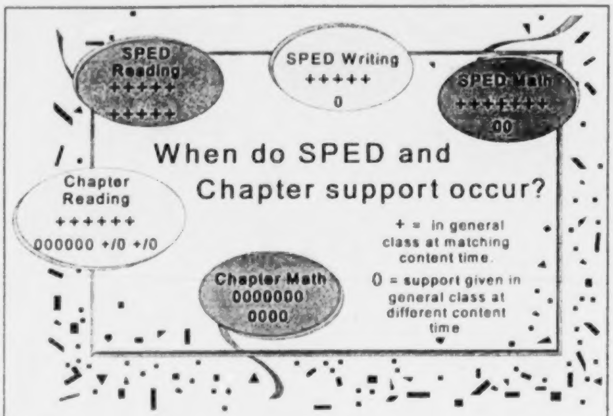
SPED Reading
+++++
+++++
SPED Writing
+++++
0
SPED Math
++++++++
00
When do SPED and
Chapter support occur?
Chapter Reading
++++++
000000 +/0 +/0
Chapter Math
0000000
0000
+ = in general class at matching content time.
0 = support given in general class at different content time

Figure 4: Phase 1: School Profile

In a slightly more challenging vein, answers to our questions about school wide agendas, issues, accomplishments and the range of innovations and willingness to change among the faculty provoked more varied results. In each interview we asked our respondents to characterize the faculty on a continuum from "very traditional" to "very innovative," providing some definition of each anchor (traditional = whole group instruction, worksheets, and mostly content-based instruction; innovative = more integrated curriculum, use of cooperative learning groups, and activity based instruction). Responses covered the full range, but tended to characterize the faculty as, on the whole, more innovative than traditional. When taken together, however we found two response trends. The first divided the faculty into rough thirds, the second into a middle ground that was gradually trying to be innovative, with representation at both extremes. Some respondents drew little stick figures or marked "Xs" along a line. Taken together, the faculty placed clusters of teachers as depicted in Figure 5. The midpoint arrow was presented as an overlay to indicate the various midpoint locations we found reflected in the interviews.

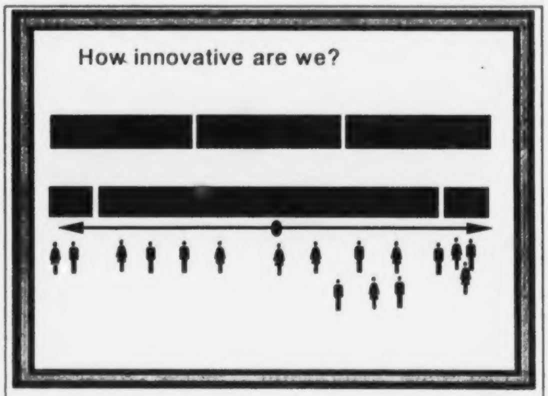
How innovative are we?

Figure 5: Phase I: School Profile

The diversity across general and special education staff emerge more from teachers' answers to the questions about issues, agendas, and accomplishments. While general education teachers and special educators alike spoke to the problems of an increasing student diversity,

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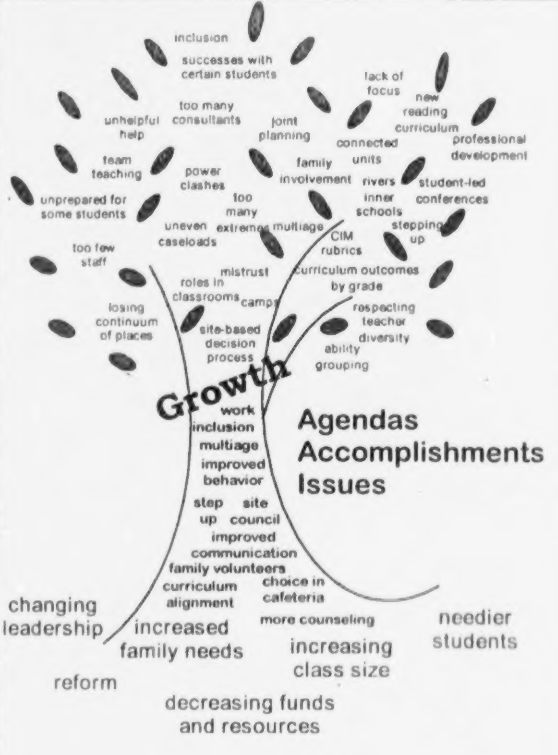
changing leadership, and the effects of increasing class sizes, the kinds of agendas identified were quite different. General educators tended to speak about agendas and accomplishments in terms that reflected experiments for most, though a few general educators spoke to the need to return to past practices of ability grouping and grade level planning and evaluation. At the same time these fewer teachers also talked about the need to respect teacher diversity, citing some parents' desires to have their children experience a similar kind of schooling to their own. We depicted this smaller group as a smaller "branch."

Special educators and other building-wide staff, in contrast to the general educators' responses, tended to have a narrower focus. Figure 6 captures our summary in a tree metaphor where the difficult-to-influence variables become the roots, the accomplishments form the solid trunk, and the disparate perspectives of classroom-based and school-wide staff become branches of dissimilar size and shape. The different language set seemed to us to account, at last in part, for the mention by all teachers of "power clashes," "too many extremes" "mistrust," and an overall "lack of focus" among the South Valley faculty. Figure 6 depicts our tree summary.



inclusion
successes with certain students
lack of focus
new reading curriculum
too many consultants
unhelpful help
joint planning
connected units
professional development
team teaching
power clashes
family involvement
rivers inner schools
student-led conferences
unprepared for some students
too many extremes
multiage
uneven caseloads
CIM rubrics
stepping up
too few staff
mistrust
roles in classrooms
camps
curriculum outcomes by grade
losing continuum of places
site-based decision process
respecting teacher diversity
ability grouping
Growth
work
inclusion
multiage
improved behavior
step up
site council
improved communication
family volunteers
curriculum alignment
choice in cafeteria
Agendas
Accomplishments
Issues
changing leadership
increased family needs
more counseling
needier students
increasing class size
reform
decreasing funds and resources

Figure 6: Phase I: School Profile

Our more interpretive contribution was managed on four visuals. We tried to point the faculty of South Valley to three growing reforms they shared with schools throughout Oregon and other parts of the nation: (1) a shift from individual to group teacher practice, (2) changing metaphors for teaching from "demand" to "support," (3) and changes in teachers' use of adopted texts from "following the text" to "using the text as a reference." We hoped that putting what we'd learned into a broader context of reforms might encourage teachers to reflect both individually and together about ways to develop collective agendas for change around the central variables of curriculum, teaching, and student assessment practices.

Our earlier research conclusions were well-validated by our broad-based profiling. The teachers characterized as most innovative in teaching practice were among the first teachers to welcome students with more severe disabilities and advocate or changes in the delivery of other special education services and supports. The small group of teachers identified almost unanimously as using the most traditional practices were also those who had not yet felt able to accommodate more diverse students and voiced less enthusiasm for a variety of other changes.

Our presentation ended 15 minutes short of the allotted time with our direction to each member of the staff to think about the information. We provided a work-sheet that guided teachers to think about each section of the presentation and promised to return in a week for discussion. By structuring this time for reflection and small teacher discussions, we hoped to maintain a focus on the "big picture" among the staff while also provoking more personal consideration of teaching practices for each teacher. The group's participation and response was interested and attentive. Smiles greeted the lighter-hearted information and colorful images. We saw more than a few nods and intense scrutiny of the more information-packed overheads. "That was a lot of interesting information" and "we have a lot to think about" were a couple of the comments shared as the meeting broke up.

Over the remaining weeks of the year, we participated in a series of discussions about plans for the next year The newly selected principal attended our profile presentation and led the subsequent planning meetings, while the incumbent principal gradually removed himself in preparation for his departure. The week after the profile presentations, teachers asked us to develop a draft plan for how they might reorganize into K-5 teams. During several subsequent meetings of the entire staff, we participated as observers, though we were increasingly asked to share our opinion. In the words of one grade 2 teachers, "You know us better than we know ourselves at this point, do you think we're ready for vertical teams?" We did think they were ready, and a significant core group of faculty supported the idea in principle. Although there continued to be considerable support for the need for same grade teachers to work together "horizontally," the emerging practice of cross age classes and teachers following their students for two or more years was gradually weakening the priority of within grade planning and communication. Cross age planning and alignment, however, was recognized by most of the staff as an important area for growth.

Despite some basic agreement hesitations tended to arise when teachers were assigned to specific groups. "Working together" at South Valley, like that at many other schools currently trying to shift from individual to group practice, had been ad hoc and driven largely by teacher preferences. Friends sometimes worked together. Teachers with similar styles and agendas worked together. But the possibility of restructuring the school so that you might have to work professionally with someone with whom you didn't share such basic commonality was personally daunting for even some of the teachers most supportive of the change. The new principal decided to begin the year with cross age work groups that included 2 or 3 grades. One agenda for 1995-96 was to establish a work group structure, but use the year to determine what groupings they wanted for the 1996-97 school year and beyond. In the meantime, there were a number of other projects and problems that the staff and newly formed workgroups could address.

An Emerging Focus: Assessment of Student Learning

Three years earlier, a majority of South Valley faculty had shifted their practices for literacy instruction to literature-based approaches. A consequence of this shift, they believed, was a decrease in reading achievement as measured by the Stanford Achievement Tests. However, the most experienced users of the new instructional strategies believed that their own data contradicted the SAT data. They were increasingly satisfied that their new practices were resulting in better literacy, but faced the challenge of documenting their belief in ways that would be acceptable for program evaluations. Indeed, the dissatisfaction with the SAT tests was widespread within the faculty and soon became the focus of a program improvement plan for the 95-96 school year.

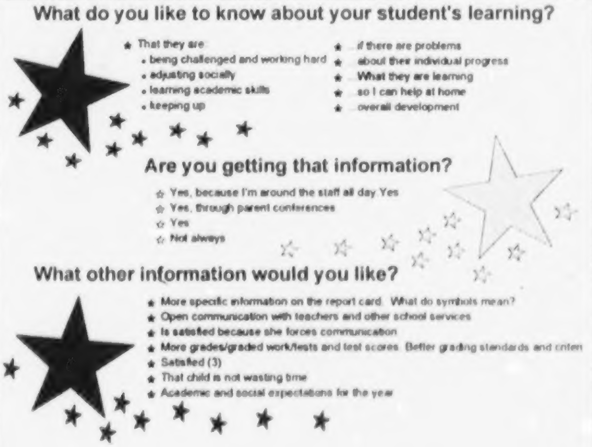
The focus on student assessment emerged by the end of the Spring discussions. However, it wasn't until mid-August when the Site Council began meeting in preparation for the new year that we were asked to come and negotiate a new research agreement. This time, there was a clear request: help us figure out how to develop common classroom-based assessment practices, especially for literacy and math, that we can use summatively for program evaluation and that include all students. Of particular concern was how to develop assessment practices that would "work" for students with disabilities, including those with severe disabilities. Our final research agreement included three sets of tasks: (1) interview all South Valley teachers about their current assessment practices, (2) interview a sample of family members about the school's assessment practices, and (3) provide professional development by teaching a short, district-based course for teams of faculty throughout the district. This third activity was supported by a district grant from the Oregon Department of Education and emphasized achievement and assessment for at-risk and special education students.

The Assessment Profile

Our assessment interviews were comprehensive, but took only a few weeks to complete. Table 4 lists the kind of information generated, which was summarized into a somewhat smaller set of visuals (this time emphasizing holiday imagery since the presentation was made in mid-December). The interviews revealed a very wide set of practices used by most teachers. Although the report card (which neither the teachers nor the parents liked) required a symbolic grade, most teachers relied on other strategies for shaping their teaching and documenting individual student growth. Many were using various forms of curriculum based measurement and student goal setting. Most were experimenting with scoring guides, and an increasing majority of the faculty were using portfolios, albeit in various ways and for various purposes.

Table 4:
Assessment Interview Information

- overall approach to assessment
- purposes of assessment
- types/forms of assessment information
- content areas assessed
- uses of assessment information
- people receiving information
- family roles and preferences in assessment
- meaning of "authentic" assessment
- schedule of collecting and summarizing
- ways assessment information tailored to various students if tailored at all
- use of strategies for documenting incidental learning
- satisfaction with current practices
- perspective on school-wide need for reform of assessment practices



What do you like to know about your student's learning?

- That they are:
  - being challenged and working hard
  - adjusting socially
  - learning academic skills
  - keeping up
- ...if there are problems
- ...about their individual progress
- ...What they are learning
- ...so I can help at home
- ...overall development

Are you getting that information?

- Yes, because I'm around the staff all day Yes
- Yes, through parent conferences
- Yes
- Not always

What other information would you like?

- More specific information on the report card. What do symbols mean?
- Open communication with teachers and other school services
- Is satisfied because she forces communication
- More grades/graded work/tests and test scores. Better grading standards and criteri
- Satisfied (3)
- That child is not wasting time
- Academic and social expectations for the year

Figure 7: Phase 2: School Profile

Although we only interviewed a dozen parents, their responses were remarkably similar to that of teachers – a finding being echoed in other efforts (Shepard, L. A., & Bliem, C. B., 1995). Generally they did not find the SAT scores helpful, but they also seemed quite well-informed about the range of strategies teachers were using to generate information about student learning. The strongest message from the parents we interviewed, however, was that they wanted more information, but were generally satisfied to rely on teachers for that information. Figure 7 and 8 summarizes just a part of the information gathered from the parent interviews.

Four South Valley teachers participated in two different professional development opportunities during late Fall and Winter that focused on classroom-based student assessment practices. The three that participated in the five part course we taught developed some new strategies for writing assessments that they are currently testing through an action research cycle. The three teachers have already made one presentation to the rest of the faculty about the information they've gathered through the classes and expect to form building work groups later this spring to further develop and test other strategies that will lead to a small set of practices being used by the entire building.

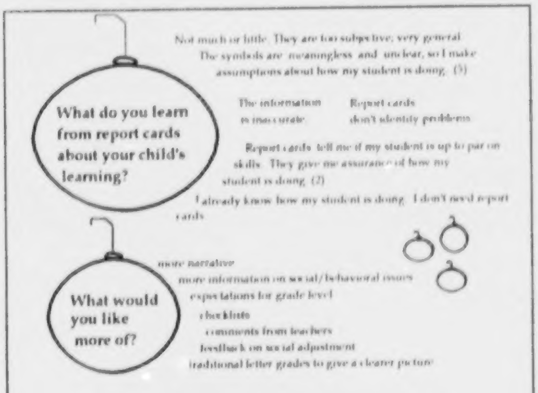

What do you learn from report cards about your child's learning?
Not much or little. They are too subjective; very general
The symbols are meaningless and unclear, so I make assumptions about how my student is doing. (5)
The information is inaccurate
Report cards don't identify problems
Report cards tell me if my student is up to par on skills. They give me assurance of how my student is doing. (2)
I already know how my student is doing. I don't need report cards
What would you like more of?
more narrative
more information on social/behavioral issues
expectations for grade level
checklists
comments from teachers
feedback on social adjustment
traditional letter grades to give a clearer picture

Figure 8: Phase II: School Profile

Building an Ongoing Information System

Even though the information received from family interviews was scanty because so few parents were interviewed, the presentation of the information helped to solidify the faculty's interest in gathering more information from family members and students on a consistent basis to assist school planning. During late Fall we assisted the faculty of South Valley to develop a set of questionnaires for teachers, parents, and students. As I write this paper, the data from the student and parent questionnaires are being entered and analyzed. However, the importance of the information for school planning is evidenced by the fact that the faculty is waiting for the information before continuing their planning cycles for fall 1996.

This account is necessarily incomplete. It is a work very much in progress. In the last two weeks before Spring Break, two events summarize both the process and results of our work with South Valley over the past five years and my purpose in this paper.

The first event occurred at the recent ASCD conference in New Orleans. South Valley's principal, Laura Harris, and Site Council chair, Joan Martin, and three university collaborators presented an "action lab" on the use of profiling and information systems as a way to assist school change through broad-based staff self-reflection. Although we university researchers have tried to structure our relationship to provide information for self-reflection, it was Joan who confirmed for us and the audience the power of the strategy. "We have a process that is helping us to see" the big picture as well as the various teachers' perspectives. Laura reported that she had already noted changes that she attributes to the process. "People are less fearful about change", they are more respectful of their differences, are beginning to cohere as a group with more focus. For me the discussion validated our effort to assist the teachers at South Valley to increase the clarity and coherence of their work lives and lead rather than respond to reform initiatives. Our role is to contribute to that effort, but not shape it.

The second event occurred during the staff meeting after our return from the conference. After a party of Mardi Gras beads, fresh biegnets, and Cajun music, the meeting turned to more serious matters. Using a "fishbowl" strategy, four teachers joined Laura and Joan to discuss restructuring the work groups for next year. I knew that Laura had been planning this discussion even before the conference. During one of our conference planning meetings, she talked about her ideas for assigning the special education and Title I staff to co-teach as members of a more fully collaborative work group. We talked about other schools' use of previously itinerant special education staff as classroom teachers, reducing class size for everyone, but ensuring special education support to students and teachers through the inner school model of team sharing. During the fishbowl discussion and afterwards, a number of themes emerged. More use of multiple intelligences theory, more collaborative planning and teaching within work groups, a shift to a full K-5 work group structure, some structure for collaboration outside of workgroups, and better use of special education staff. Laura wanted "to spread the sharing of kids across the building" and thought "SPED staff are not being used to their full potential. We've been treating them like EAs, not tapping the potential of the whole staff." The fishbowl discussion ended with an extended silence. The dramatic shift in tone from New Orleans-style partying to this kind of planning seemed outside the comfort zone for some whose body language betrayed their preference for the party.

Nevertheless, the momentum begun by the fishbowl discussion was not lost: Laura appointed the special education staff to be the first at the next staff meeting where she wants to hear what they think about inclusion and the way they might participate in restructured work groups. That her summary statement about the proposed agenda was "has South Valley not found the right model [for inclusion] yet?" attacks a firm commitment to the principles of inclusion rather than exclusion, despite the comfort of some general and special education faculty for more separate practice.

While we will await the discussion and subsequent events, our decision to examine inclusion as part of broader school restructuring efforts seems to us to have been a good one. At South Valley inclusion is not a special education reform anymore. Instead, it is embedded in ongoing discussions of student assessment practices, changes in literacy instruction, and plans for structuring work groups to better share responsibility for all South Valley's students. That we will remain part of the process seems likely. Joan reported near the end of the staff meeting that the ASCD conference reminded her

> *that we take the help of the university for granted. We forget how many ways they support us. I really had a chance to reflect on this in New Orleans. I found that it's uncommon to have this type of relationship [between a university and school district]. We're really lucky.*

We, too, feel lucky and look forward to developments in South Valley and our own teaching and research.

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MODULE 1D

Designing Classroom Curriculum for Personalized Learning

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SCHOOLS PROJECTS SPECIALIZED TRAINING PROGRAM UNIVERSITY OF OREGON

MODULE 1D

Designing Classroom Curriculum for Personalized Learning

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Schools Projects

Specialized Training Program

College of Education

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Copyright July 1996 University of Oregon
Second Printing April 1998

Printed in the United States of America

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This publication will be made available in accessible formats upon request.

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Introduction And Overview

TEACHERS AT WORK TODAY IN SCHOOLS. . .

. . .find that things are changing everywhere. Teachers throughout education are re-examining how and what they teach. Administrators and school boards are experimenting with innovative management strategies. University educators are refocusing their research and theories to better describe and explain effective teaching and learning as students and teachers experience it. Daily reports in the media urge more and more changes in all aspects of schooling, for all types of students and teachers. At the same time, students are more diverse than ever before — in cultural background, learning styles and interests, social and economic class, ability and disability.

MULTIPLE REFORM AGENDA

Broadly speaking there are three strands of reform currently challenging teachers in schools. The first two emerge from "general" education, the third from "special" education. From a broad national and federal government level, there is much discussion aimed at making schools more effective in terms of how many students complete school and how well they do on achievement measures. One specific aspect of this "top down" reform strand is a call for *national* achievement standards and the tests to measure these standards. There are also calls for new, more consistent tests of achievement that can be expected for all American children and documented through new national testing processes occurring at the same grade level for every child. While there are other features to this broad government-initiated reform strand, increased standards and testing stand out as a major theme.

At the same time, elementary and secondary teachers increasingly experiment with new curricular and teaching approaches that emphasize students' mastery not just of facts and content, but also of essential thinking skills like problem-solving, analysis, collaboration, and experimentation. While these efforts do not ignore achievement, or even testing, the focus tends to be more on teaching and learning. Some of the key words in this "bottom up" reform strand include *integrated curriculum, activity-based or project based curriculum, developmentally appropriate practices, mixed age grouping, cooperative learning, and authentic assessment.*

Within special education the familiar discussions about where our "special," often remediation-oriented teaching, should occur (the "mainstreaming" or "regular education initiative" debates), are gradually being replaced by conversations about integration and inclusion. The civil rights logic of integration, that focused more on an end to segregation than any particularly detailed educational alternative, has now been expanded to focus not just on where children with disabilities should *not* be educated, but where they *should* be educated (general education classrooms) and to what end (full learning and social membership).

Inclusion challenges schools to reinvent themselves as flexible, creative learning environments that include and are responsive to a full range of human diversity, including disability, race, culture, learning style, intelligences, personal preferences, socioeconomic class, and family and community priorities. This newly defined diverse norm replaces the old statistically derived, bell-shaped-curve norm that uncompromisingly identifies some students as "inside" and others as "outside."

With this shift in definition of the norm, a parallel shift in teacher work becomes possible. Much of the mission of special education has been focused on finding and trying to repair those aspects of students' learning that cause them to fall outside the norm so that they might once again become part of the "in-group." One task for general educators has been to assist this agenda by identifying those students who do not seem to fit the insider group so that special educators can determine why, and try to change that designation.

> *The logic of inclusion frees both groups of teachers from the task of seeking out and naming student learning differences and deficits. Instead teachers can focus on creating and tailoring curriculum and teaching so that schooling "works" for every student.*

HOW CAN SCHOOLS WORK FOR SO MANY DIFFERENT STUDENTS?

It is easy to get confused about what schooling is supposed to accomplish for students, especially in these fast-changing times. Too much of what we do every day may easily become caught up in rules, tests, regulations, scores, and grades. While these have their importance and role, they often serve to obstruct our mission.

We think that whatever the details of schools you must attend to, the real accomplishment of schooling for any student, no matter how able or disabled, is quite simple.

> *The purpose of schooling is to enable all students to actively participate in their communities so that others care enough about what happens to them to look for ways to incorporate them as members of that community.*

Schools should help each student become a socially valued, active participant in the life of their community. Of course, each student will actually learn different things to accomplish this schooling outcome. Some students will learn very different things, others more similar things. But the point of school is not so much what students learn as what that learning allows them to accomplish as members of the community in which they live.

SO, ARE ANY SCHOOLS ACTUALLY DOING THIS?

Lots of schools are accomplishing this outcome for many different kinds of students. Nevertheless, there is much that we do not yet know about how to really accomplish this goal for **every** student. Schools throughout the United States and many other countries are just now in the process of ***reinventing*** themselves to accomplish this more student-oriented agenda. It is not yet completely clear exactly what schools will look like in the end, but there are some emerging features that can help guide schools as they continue toward this goal. As are other researchers, we are working at identifying and detailing these features to assist people at work in schools to focus their efforts to change in ways that will lead toward the kind of schools that can meet this purpose for all students. We are also in the process of developing school profiling and planning tools to help school personnel generate the information they need to develop school improvement plans, prioritize possible tasks, and generate the ongoing information that will assist them to continue improving.

THE CHANGING FACE OF SCHOOLS

Our purpose for creating this module is to help teachers design curriculum and teaching that will accommodate the widest possible student diversity, including students who are officially labeled "disabled". It is best used in combination with other curriculum and teaching materials that emphasize emerging preferred practices for whatever kinds of students you are teaching. In trying to blend the innovative changes already occurring within both general and special education, we have designed an approach to student assessment, curriculum design, and the planning of teaching that responds to a variety of dilemmas teachers face as they try to implement each current reform agenda. Specifically, we have designed:

1. ***A process that locates decision-making about curriculum and teaching within groups of teachers.***

No single teacher, no matter how experienced or gifted, is likely to possess all the knowledge, skills, and judgments required to effectively design curriculum and teaching for the full range of student diversity. Some students with disabilities, for example, might require quite specialized learning supports; others with unique abilities in some areas of learning might also require extremely innovative and creative consideration for the lesson to be an effective learning experience.

We think that groups of teachers that include teachers with ***different*** abilities and skills can together design effective and individually tailored learning experiences for all children. Some of the teachers need to be skillful at teaching traditional academic content. Others need to creatively imagine learning activities that offer a wide range of learning opportunities across learning content areas. Still other teachers need to effectively adapt and expand learning experiences for those students who learn differently, have unusual preferences about their learning, or who have disabilities that suggest some kinds of learning in favor of others. Each teacher group will also sometimes need the even more specialized knowledge of a variety of other educational personnel who can assist them in the design and delivery of communication, behavioral, physical, and medical supports for those students who require them in order to learn well.

2. ***A process that creates new roles for both " general" and "special" education teachers.***

Throughout the history of special education, we have developed a way of working in schools that places boundaries around what a teacher, or any other adult working in schools, can do. "General education" teachers teach general students — those in the middle of the bell-shaped-curve norm — because that is who they were trained to teach. "Special education" teachers work with "special" students who have "special" learning needs, usually because they have some identified disability or fall outside the middle of the bell-shaped norm. This matching of teacher work to student characteristics is most elaborated in some of the specialist areas. Physical therapists work with legs and whole bodies, occupational therapists with hands and sometimes mouths, speech therapists with mouths, sounds, speech and language. In every case we are constrained by our training to only do certain things with those students who "fit" our training.

In reinvented schools teachers may still have unique knowledge and skills about content areas, teaching strategies, or student supports; but all teachers, indeed all adults in school, can be ***teachers*** of maximally diverse groups of students. Even though a particular teacher might have been trained originally in the provision of communication supports, the other teachers in her team can support her to teach literacy well. The new role for all adults in schools is ***Teacher***.

3. ***A process that redesigns the Individual Education Plan (IEP).***

The IEP made sense when our approach to schooling for students who didn't fit the old bell-shaped-curve norm was to design something just for them. The logic of labeling or naming what is wrong in order to provide help (our evaluation and classification system in special education) also requires that we design a specific plan that tries to fix what is wrong. To do less would mean that we single out some children as not "okay" and leave them with the dishonor and stigma of being found lacking. A newly conceived norm that includes everyone means that this reason for a specific plan (or the IEP) doesn't really exist anymore. If we do not identify some children as lacking, there is less of a moral and legal requirement to do something to justify affixing that label.

At the same time, if each student is to achieve the schooling outcomes of active, meaningful participation and contribution to their community, they must each receive an education that has been uniquely tailored or ***personalized*** to their abilities, interests, and communities. This really isn't as challenging as it might sound. Teachers in general education are always tinkering with their lesson activities and assignments to tailor them to different students. This describes a process for *individually tailoring* curriculum and learning so that ***every*** student in the even more diverse group has a unique learning experience that serves their growth, competence, and community participation. This individually tailored education is then documented in the

Individually Tailored Education Report (ITER). During the process of change in schools from the old ability-grouping, tracking, labeling systems to reinvented schools that are effective for the full range of student diversity, we believe the ITER is consistent with the requirements of the IEP. This will permit you to move your curriculum design planning toward reinvented, inclusive schools even though your entire system of policies may not yet be reformed.

MODULE STRUCTURE

We have organized this module into five parts. Part One presents an overall framework for thinking about curriculum design that applies to any student. Parts Two and Three focus on a series of procedural steps to help you gather information about your students and to design and plan instructional activities that will create individually tailored learning experiences for each student. Part Four discusses achieving instructional balance through organizational designs and teaching strategies effective in maximally diverse classrooms. Finally, Part Five presents ongoing recording and reporting formats to share your decisions and student achievement to all those that might need or want to know about them.

Each of these sections includes some forms to help you use the ideas in your own work. Most of these forms are designed to be heuristic. That is, we designed them to help you *think* about your curriculum and teaching decisions. You might not actually write on them very much at all, but just looking at them during your planning and thinking times will assist you to consider all the relevant dimensions and make better decisions.

We also have developed other modules in collaboration with teachers and administrators that might help you in other parts of your work.

More information about these materials is available from the Schools Projects, STP, College of Education, University of Oregon, Eugene, OR 97405. We can also be reached by phone (541-346-5313), fax (541-346-5517), TDD (541-346-2466) or computer e-mail (diannef@oregon.uoregon.edu). Feel free to be in touch.

A Framework for Curricular Decisions

What do you think of when you hear the word *curriculum?* Do you think of a book? A list of things you have to teach? A book for students, a work book, and a teacher's manual? Many teachers have come to think of curriculum in one of these ways. They imagine that *curriculum* refers to *what* we teach and that information is determined by someone else (or some group) and given to teachers in the form of books, texts, and lists.

THE ROLE OF THE "OFFICIAL" CURRICULUM

We agree to some extent. Many countries, states or districts have identified what we will call here an "official" or "standard" curriculum. There is a set of things that we expect students to know and/or be able to do at various points in their schooling careers. This list of learning expectations is often translated into learning materials like textbooks, accompanied by teachers' manuals, to help both teachers and students meet the expectations. Some places refer to these learning expectations as "curricular aims", "common curricular goals" or "benchmarks".

The underlying logic of curricular aims or approved standard curriculum is that if a student learns this content then s/he is likely to be able to use it to become an active, contributing member of the community. Historically speaking this logic has served teachers and students reasonably well. Many students do learn at least most of what is contained in the official curriculum and textbooks, and most do go on to construct active, contributory lives with that knowledge, whether they learned all of it or not. We think it is important to remember, however, that the purpose of schools is **not** to make every child learn what is in the official curriculum. It is to help students acquire the competence to be active, valued members of their communities. If learning the official curriculum accomplishes this, so much the better. But if learning the official curriculum does not seem to be resulting in students' ability to use their learning to be active and successful members of their peer groups and communities, it is especially critical for you to make your own different curricular decisions. As our society changes from an industrial structure to one reliant on information technology, the logic of a standard curriculum is less and less useful. Our emerging society is making far different demands. A schooling in facts and skills will be less useful than one that prepares adults to creatively seek out information to respond to the problems and purposes they face day to day.

"CURRICULUM" AS DECISION-MAKING

Because of the limits of an official curriculum for meeting the learning needs of a really diverse group of students in the 21st century, we think it is better to think of ***curriculum as first and foremost about teachers making decisions.*** You must first decide how well the official curriculum (if there is one) is "working" to achieve good educational outcomes for each student. You must then often make a series of other decisions about how to "tweak" official curriculum activities with other learning activities to ensure individually tailored and effective learning experiences for each of your students.

THREE DECISION SITUATIONS

Broadly speaking we think you will encounter three kinds of decision-making situations based on the unique ways your students learn and use their learning. The kinds of curricular decisions you may need to make are slightly different in each situation.

1. Enrich the curriculum.

Some of your students will seem to "float through" whatever you are teaching, learning with apparent ease and interest. They will generally do well enough on your measures of acquisition and achievement and function well in their lives outside of school and as members of their peer group. These are the "easy" situations that make your job both comfortable and satisfying. Sometimes you will wonder if the student really remembers any of the learning or if they just operate outside of school on the basis of things they learn there instead of from you. You may also sometimes wonder about never seeming to excite any real passion about learning for students. They learned what you taught, they met criteria, but the part of you that is passionate about learning may feel a little bothered that you did not really transmit your passion to the students. We think such students need you to find ways to enrich the curriculum for them, to help them identify and get excited about their learning and its usefulness in their lives. If there is a "goodness of fit" between what students are learning in school and the interests and demands of their lives outside of school, their learning will be more meaningful and sensible to them. This kind of identification with what they are learning is the real stuff of both learning motivation and passion for learning.

2. Expand and enhance the curriculum.

You will have other students who sometimes (or occasionally or always) draw your attention. It's not that they are not learning. Sometimes they learn everything so quickly that they have time to fool around and distract you and others. Sometimes, though, students become bored and frustrated because they feel they waste time waiting for others to catch up to them that they lose all interest. Some students will drop out and stop trying. Fairly quickly their ability to meet the standards of achievement you set will diminish.

Other times students may struggle with their learning. They take a lot longer to figure things out and sometimes despair of ever succeeding. Some learning is more work than play, more drudgery than discovery. There is little passion, and over time, even little interest in learning. Sometimes struggling students try to handle their frustration by making even less effort, arguing that they really don't need to learn the things you ask of them to be successful in their lives. Once a student has made this kind of decision to devalue school learning, it can be almost impossible to change his mind.

Both bored and struggling students need you to expand and enhance the curriculum to respond not just to their abilities, but also their learning styles, preferences, personal interests and areas of intelligence. Sometimes children struggle, for example, because they are really active, inductive learners who find rote, repetitive, deductive learning incomprehensible and boring. Facile learners simply need more things to learn and explore that build upon their interests and preferred ways of learning so that they can make learning alive in their lives.

All learners have various intelligences. Howard Gardner, the leading Multiple Intelligences theorist has identified eight so far. These intelligences include:

1. Kinesthetic intelligence, or what teachers call *"Body Smart"*
2. Musical Intelligence - *"Music Smart"*

3. Logical-Mathematical Intelligence - *"Number Smart"*
4. Linguistic Intelligence - *"Word Smart"*
5. Interpersonal Intelligence - *"People Smart"*
6. Intrapersonal Intelligence - *"Self Smart"*
7. Spatial Intelligence - *"Picture Smart"*
8. Naturalistic Intelligence - *"Nature Smart"*

All learners, including learners with disabilities, have capacities in these areas. As a teacher you will need to draw upon and strengthen all of a student's intelligences.

There are many ways to enhance and expand curriculum in response to a student's various intelligences, learning styles and learning preferences. Sometimes you can change the demands of the task (do more or fewer examples, read more or fewer pages or books). In other situations you might change the focus of the task, allowing students to learn one thing through the medium of other topics, for example. In still other situations you can change what students produce. The assignment to write about his family for one student might mean exploring his family tree and writing about distant relatives and the language they spoke in the old country. For another student it might mean writing about her family's interest in hiking through the mountain forests, an interest passionately shared by the student. For still another it might mean drawing, writing a song, or videotaping a play as their account instead of actually writing it out.

> *In the end, each student will essentially learn the official curricular aims, but the different ways of acquiring and using the knowledge contained there is what makes the curriculum useful in building his or her individual competence and value as members of their community.*

3. Overlap and embed the curriculum.

You may encounter situations with some students whose abilities simply make it impossible for them to learn some things. Instead you will have to depend directly upon the guidance of the schooling outcomes and the student's learning strengths to bring their learning needs into closer correspondence with the official curriculum. Of course, these students *can* learn many parts of the official curriculum, especially if you are creative and flexible in your teaching. The point is that using the official curriculum as your only teaching reference may not allow you to be as confident that your teaching is really helping the student become a more active and contributory member of the community. You must select those parts of the curriculum that ***directly*** build their competence in the activities of real life both inside and outside of school.

> *Rob hasn't taken any science courses, and isn't really all that interested in the discipline of biology. The cell biology teacher is a creative teacher who depends a lot on his students learning through experiments and experiences. He does a lot of activities and labs in his courses. Rob will learn some of the biology vocabulary and concepts that relate to his interest in fishing and other outdoor pursuits. Even more useful for Rob is the learning he will do in the context of lab. These activities offer lots of opportunities for him to practice his reading (by keeping his lab group informed of the next steps in the activity/experiment), his organization and planning skills (by being the lab assistant that prepares all the equipment and passes it out), his communication skills (as lab assistant he has to talk with the other students when they need more items for their experiments and activities), math skills (he has to make sure there is enough equipment for all the lab groups and sometimes has the task of counting and measuring for his own lab group), and so on.*

For Rob, your curricular decisions involve finding ways to embed or overlap his learning objectives in activities in which other students are learning something quite different.

SOUNDS INTERESTING, BUT. . .

How do you actually make these decisions day to day? The remainder of this module offers an approach. We have developed these ideas by watching, talking to, and working alongside a lot of teachers who are engaged in trying to improve their teaching, especially in terms of making their teaching and curricular decisions more responsive to increasingly diverse groups of students.

For each broad procedural component (gathering information, planning, designing and reporting) we will try to provide some ways to think through your decisions, and ways to evaluate whether or not your use of these ideas captures their fundamental logic. We will also try to describe for each procedural component the way in which it would function if your school is not yet completely "reinvented." We think that teachers, using some of these ideas, will contribute to how quickly schools become effective learning environments for ***all*** children and youth.

Gathering Information About Your Students

Even students with similar learning styles benefit when their instruction is tailored to their learning preferences and personal interests. We have two strategies to help you discover these preferences and interests. One is focused on *how* students use their learning outside their classroom and school. It is one of several strategies you will need in order to complete meaningful and comprehensive assessment **FOR** learning for each of your students. The other strategy will help you collect information about your students' ***learning histories*** so that your efforts can begin where other teachers have left off.

ACTIVITY-BASED ASSESSMENT:
FIGURING OUT WHO YOUR STUDENTS ARE

Why **activity-based** assessment? We know you probably have a variety of official achievement information available to you about your students. Most schools seem to excel at collecting information about how each student compares to all the other students. Sometimes there is even fairly detailed information available about how far the student has progressed through some curricular content. Teachers are also beginning to use various inventories to help them learn more about students' learning styles, preferences and intelligences. We encourage you to seek out and use these various strategies and have included some suggested sources in Appendix 2. Here, however, we will emphasize a way for getting to know what students and their families value about learning and what kinds of things they might want schools to help them accomplish in their lives. The *Activity Based Assessment Inventory* does this and more.

Actually, we first created the *ABA* to help teachers of students with severe disabilities identify activities in which their students had the most need and interest to become more competent. Some students will not acquire all the skills and abilities of their peers, despite good schooling experiences. Given this reality, teachers cannot depend exclusively upon the official curriculum to achieve desired schooling outcomes for all of their students. They must instead look to the activities and patterns of the lives students are leading as their curricular source and then *overlap and embed* real life learning goals into the activities and content of the various parts of the official curriculum.

Increasingly we are finding that teachers are using the ABA in various ways to help them learn more about **all** their students. The ABA can help teachers learn:

- *about each student's competence to participate in the day to day activities typical of their age group.*
- *which of these day to day activities students themselves really want to learn more about or be better at performing.*
- *which of these activities the student's family and friends identify as priorities for learning and participation.*

This information will assist you to make the appropriate enrichment, expansion, enhancement, or overlapping decisions about curriculum for each of your students as they are needed.

How Does the ABA Work?

The ABA has two parts: The Activity Lists, and a one-page Summary. We'll describe each briefly along with some suggestions for different ways you can use each part.

Age-Appropriate Activity Lists

Remember: Schooling should help every student be an active, participating, contributing member of his or her community right now, not just sometime in the distant future. *The age-appropriate activity lists represent the real-life curriculum the official curriculum seeks to influence.*

We have organized these lists into three to four-year age groupings (e.g., ages 5-8, ages 9-12, 13-15, and 16+). We developed the lists by interviewing students, parents and teachers about what children and youth actually **do** in their lives outside of school. But do remember that you will very likely need to add items to the lists so that they are referenced to your own communities and activities.

We organized the lists into activities of **Caring for Self, Friends & Family**, **Enjoying Leisure & Recreation**, and **Contributing to Community**. Table 1 illustrates the range and diversity of activities included on the lists by comparing three areas and two different age groupings. All the lists are included in Appendix 1.

Table 1
Categories of Activities Included in the
Age-Appropriate Activity Lists

Ages 5-8

Caring for Self, Friends & Family
Being a Friend
Family Membership
Personal Care
Personal Business

Enjoying Leisure & Recreation
Media
Exercise & Fitness
Events
Games/Crafts/Hobbies

Contributing to Community
School Membership & Commitments
Community Membership & Commitments
Jobs & Career

Ages 16 +

Caring for Self, Friends & Family
Personal Care
Personal Business
Being a Friend
Family Membership

Enjoying Leisure & Recreation
Media
Exercise & Fitness
Events
Games/Crafts/Hobbies

Contributing to Community
After School, Weekend, Vacation
Work/ Mentor categories:
  Arts & Communication
  Business management
  Health services
  Human Resources
  Industrial & Engineering Systems
  Natural Resource Systems
  Miscellaneous

THE ACTIVITY BASED ASSESSMENT INVENTORY [ABA] (FIGURE 1)

Sometimes you will want to sit down with a student, or with a student and his family and friends, to complete an in-depth activity-based assessment. This is especially critical for those few students for whom the official curriculum is not a useful outline. Sometimes these are students who have severe or multiple disabilities. Some may be nearing the end of school or may have reached such a level of frustration with school that a whole new approach is called for. In still other situations it may only be one part of a student's learning that is so challenging.

We designed the ABA Inventory to help you structure a conversation with a student and his or her family and friends. Figure 1 depicts one of the pages of this Inventory that was used by a teacher. We've included a blank form in the back of this module so that you can easily copy more for yourself.

Table 2 summarizes four steps for using the Inventory. The key to this kind of individual interview is to make it as much like a conversation as you can. Sit alongside or between the student and others so all can see the Interview Guide. The questions you want to ask are essentially the same for each activity on the list:

> ***How do you (does s/he) do this?***
> ***Is this something you want to change?***

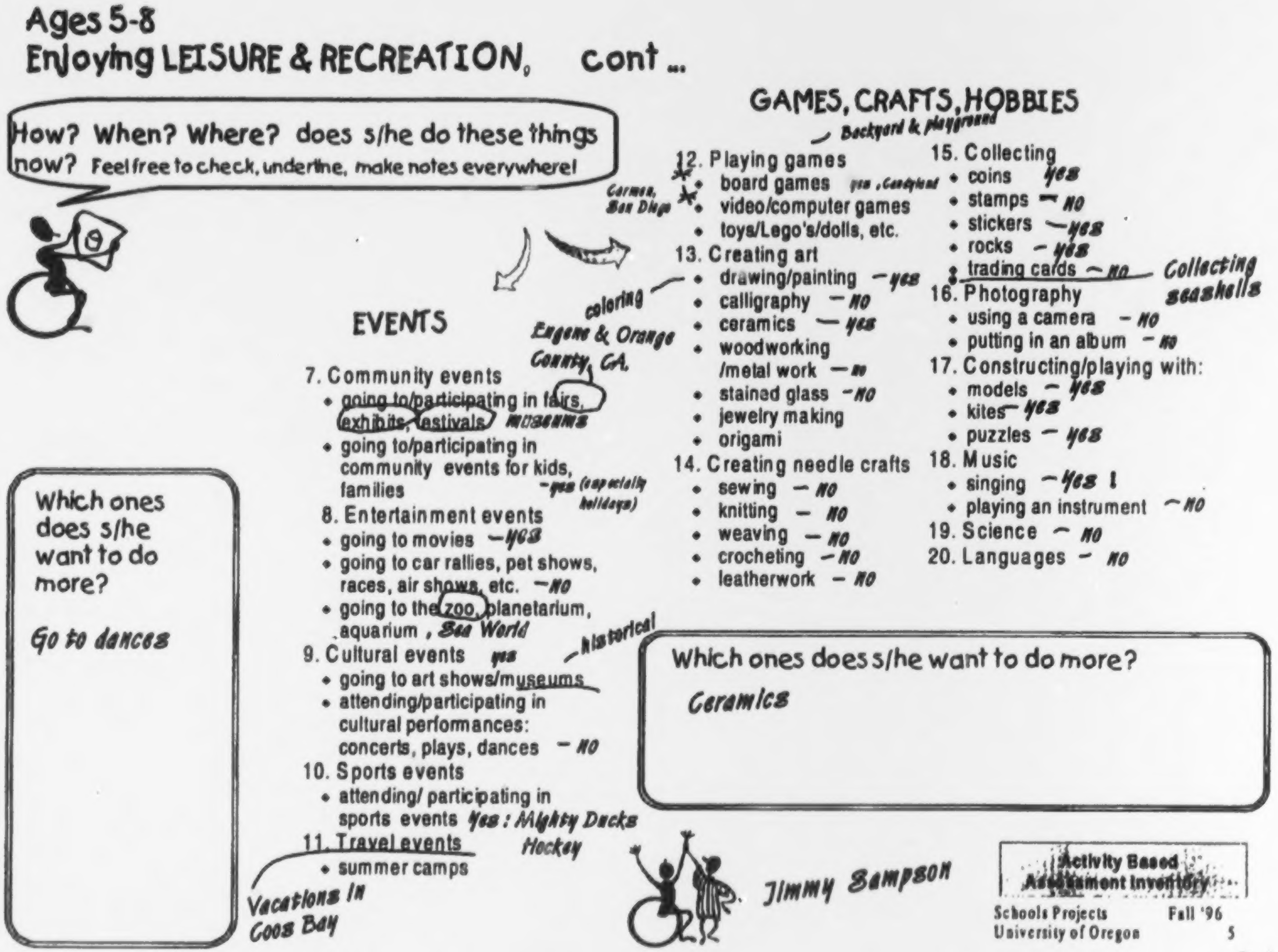
These questions focus on helping you learn about the student's abilities, interests, and priorities for learning and change. Note all interesting or potentially useful information in the spaces on the form. We recommend that you do not omit items because *you* don't think the student could do them or is interested in them. Sometimes they turn out to be the very ones the family is most interested in!

When you (or another teacher) finish updating these pages and go on to a new activity-age list, remember to save the ABA Inventory in the student's cumulative file. As a record of the student's competence and growth, it will be valuable information for others as well as a useful antidote for the more deficit-oriented information typically found in official files.

Table 2:
Using the ABA Inventory

1	Select the activity list that matches your student's age.
2	Make copies of the activity pages.
3	Schedule a time (about an hour and a half or so) to meet with the student, her parents, and any brothers, sisters, or friends that the student and/or parents think might have some useful information or good ideas.
4	Make notes on the guide as the informal interview/discussion proceeds.

Remember: *Keep the interview positive. You're trying to learn abut the student's abilities, interests, and preferences so you can make better curricular decisions.*



Ages 5-8

Enjoying LEISURE & RECREATION, cont ...

How? When? Where? does s/he do these things now? Feel free to check, underline, make notes everywhere!

EVENTS

7. Community events
   - going to/participating in fairs, exhibits, festivals *museums*
   - going to/participating in community events for kids, families *-yes (especially holidays)*

Eugene & Orange County, CA.

8. Entertainment events
   - going to movies *-yes*
   - going to car rallies, pet shows, races, air shows, etc. *-NO*
   - going to the zoo, planetarium, aquarium *, Sea World*
9. Cultural events *yes*
   - going to art shows/museums *-historical*
   - attending/participating in cultural performances: concerts, plays, dances *- NO*
10. Sports events
   - attending/ participating in sports events *Yes : Mighty Ducks Hockey*
11. Travel events
   - summer camps

Vacations in Coos Bay

Which ones does s/he want to do more?

Go to dances

GAMES, CRAFTS, HOBBIES

Backyard & playground

12. Playing games
   - board games *yes, Candyland*
   - video/computer games *Carmen, San Diego*
   - toys/Lego's/dolls, etc.
13. Creating art
   - drawing/painting *-yes* *coloring*
   - calligraphy *- NO*
   - ceramics *- yes*
   - woodworking /metal work *- no*
   - stained glass *-NO*
   - jewelry making
   - origami
14. Creating needle crafts
   - sewing *- NO*
   - knitting *- NO*
   - weaving *- NO*
   - crocheting *- NO*
   - leatherwork *- NO*
15. Collecting
   - coins *yes*
   - stamps *- NO*
   - stickers *- yes*
   - rocks *- yes*
   - trading cards *- NO*

Collecting seashells

16. Photography
   - using a camera *- NO*
   - putting in an album *- NO*
17. Constructing/playing with:
   - models *- yes*
   - kites *- yes*
   - puzzles *- yes*
18. Music
   - singing *- Yes !*
   - playing an instrument *- NO*
19. Science *- NO*
20. Languages *- NO*

Which ones does s/he want to do more?

Ceramics

Jimmy Sampson

Activity Based Assessment Inventory

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Figure 1: Sample from the ABA Inventory

THE ABA SUMMARY
(FIGURE 2)

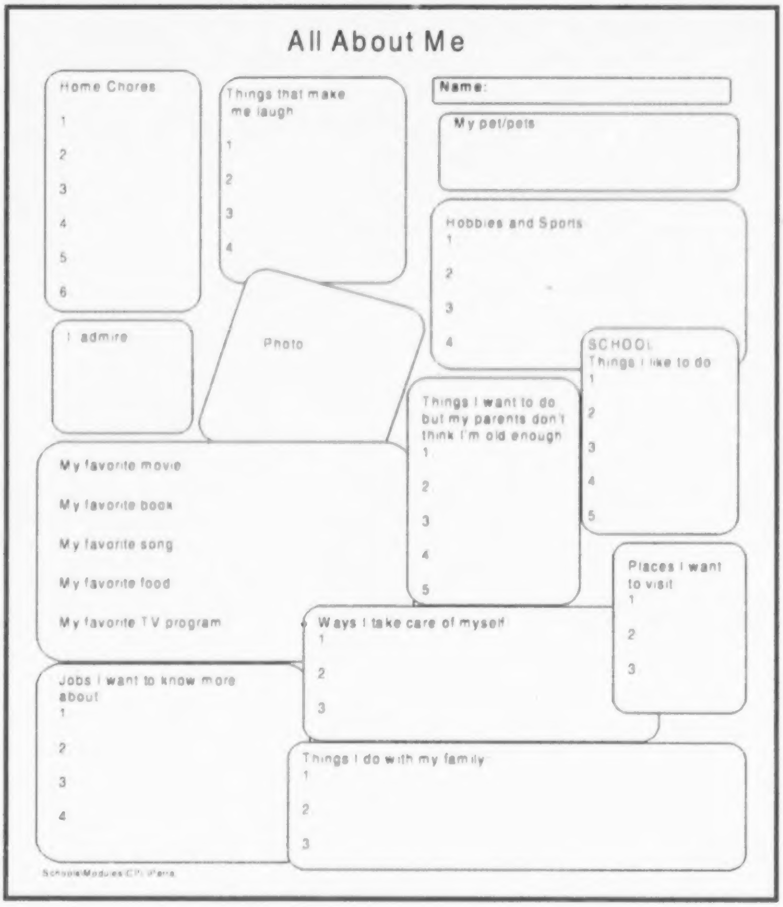
Once you have completed the interview, save some time in the next day or two to summarize what you have learned on the ABA Summary page. Figure 2, on the following page, depicts a filled out example, and we have also included a blank form in the back. Using this summary while the interview is still fresh for you will save you time later flipping through the pages of the inventory as you try to make curricular decisions. The Summary can also be a useful way to share the interview in a succinct and accessible way with other teachers who help you plan curriculum and teaching.

WAIT! I CAN'T SPEND SO MUCH TIME WITH EVERY STUDENT!!

Of course you can't. We suggest you only do individual interview discussions with the one or two or several students who require the most curriculum tailoring. For other students you can take more of a whole group approach to activity-based assessment that still results in individual information. There are several ways to use activity-based assessment with whole groups. Here we'll describe three, but you may come up with more.

If you are working with middle or high school students, you can give the lists to the whole class. Tell them to identify those activities they most like to do with a star and those they think they would like to learn more about with a check. You could even creatively format the "lists" into other graphics with the help of your computer.

Another approach is to use the lists to develop a questionnaire or interview where students tell you directly about preferred activities instead of using the lists as a source. The illustration below is one classroom example created by two teachers (Atladottir & Parra, 1994).



All About Me

Home Chores
1
2
3
4
5
6

Things that make me laugh
1
2
3
4

Name:

My pet/pets

Hobbies and Sports
1
2
3
4

I admire

Photo

SCHOOL
Things I like to do
1
2
3
4
5

Things I want to do but my parents don't think I'm old enough
1
2
3
4
5

My favorite movie

My favorite book

My favorite song

My favorite food

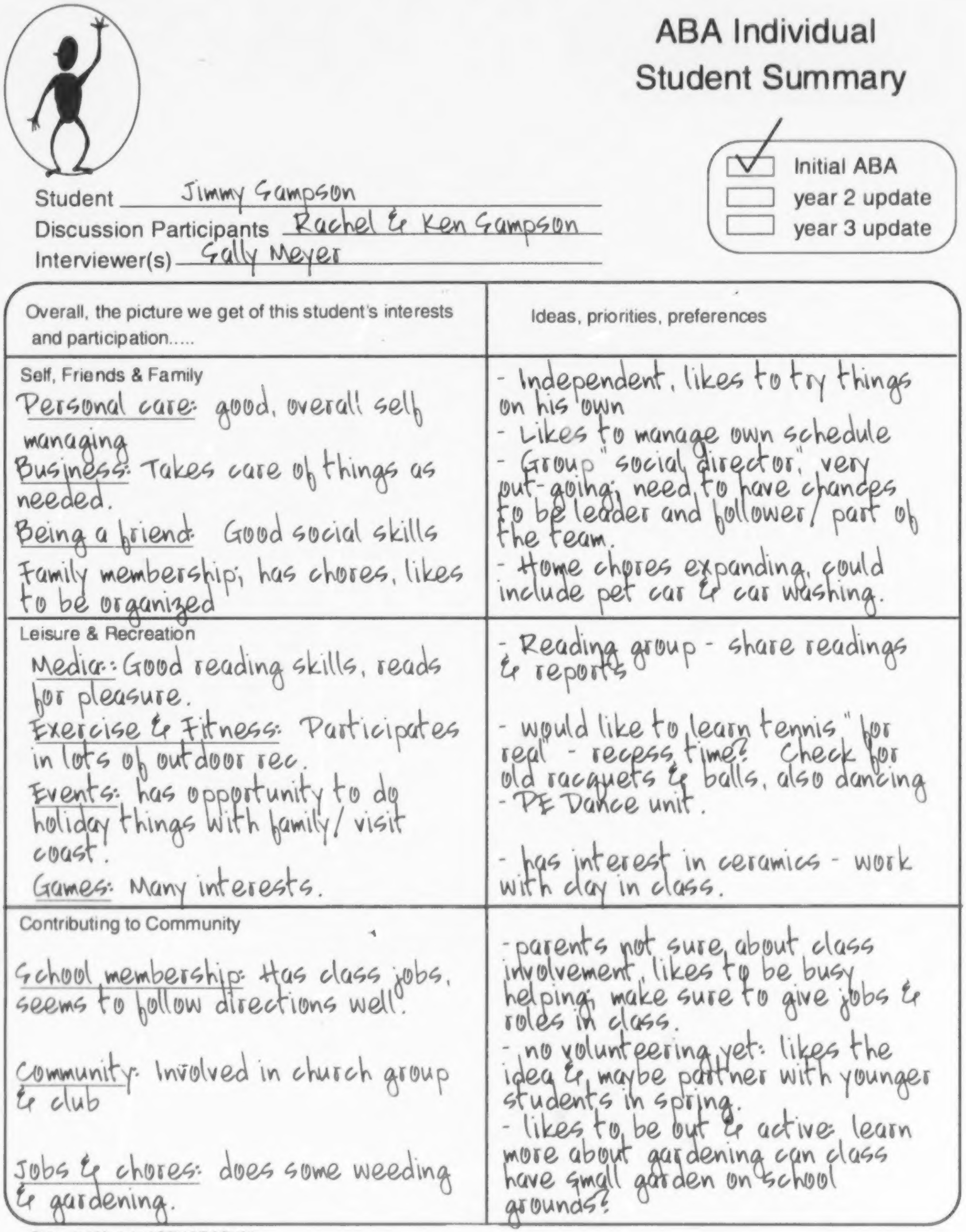
My favorite TV program

Places I want to visit
1
2
3

Ways I take care of myself
1
2
3

Jobs I want to know more about
1
2
3
4

Things I do with my family
1
2
3



ABA Individual Student Summary

☑ Initial ABA
☐ year 2 update
☐ year 3 update

Student Jimmy Sampson
Discussion Participants Rachel & Ken Sampson
Interviewer(s) Sally Meyer

Overall, the picture we get of this student's interests and participation.....	Ideas, priorities, preferences
Self, Friends & Family Personal care: good, overall self managing Business: Takes care of things as needed. Being a friend: Good social skills Family membership; has chores, likes to be organized	- Independent, likes to try things on his own - Likes to manage own schedule - Group "social director", very out-going; need to have chances to be leader and follower/ part of the team. - Home chores expanding, could include pet car & car washing.
Leisure & Recreation Media: Good reading skills, reads for pleasure. Exercise & Fitness: Participates in lots of outdoor rec. Events: has opportunity to do holiday things with family/ visit coast. Games: Many interests.	- Reading group - share readings & reports - would like to learn tennis "for real" - recess time? Check for old racquets & balls, also dancing - PE Dance unit. - has interest in ceramics - work with clay in class.
Contributing to Community School membership: Has class jobs, seems to follow directions well. Community: Involved in church group & club Jobs & chores: does some weeding & gardening.	-parents not sure about class involvement, likes to be busy helping; make sure to give jobs & roles in class. - no volunteering yet: likes the idea & maybe partner with younger students in spring. - likes to be out & active: learn more about gardening can class have small garden on school grounds?

Schools\Modules\CPL\ABASUM

Figure 2: Example of ABA Summary Page

You can also send the appropriate activity list home with each of your students with a cover letter suggesting that the parents and student review it together. Ask them to summarize their home discussion by making a list for you of three or five or some number of activities that they would like you to try to focus on during the course of the year. Here's an example letter you might be able to use as a guide.

Dear _________,

The year seems off to its usual hectic start! I will be trying to keep you informed of important events and activities as each week and month passes, but this letter is to first solicit some important information from you and ______.

I want to make sure that the curriculum and learning activities we do this year are really useful and sensible for _____. I am especially interested in making sure that whatever [he/she] learns is really interesting and seems to have some usefulness in [his/her] life outside of school.

Attached you will find a list of activities that children _______'s age typically do. Please sit down with ______ and talk about which of these activities [he/she] does well enough and which [he/she] and you might want to get better at.

Of course, I can't promise that I will be able to work directly on some of these things, but knowing about the interests and preferences of you and ______ will really help me tailor assignments and activities to try to incorporate these interests.

I have scheduled a meeting on October 12 at 7:00 PM. that will last about an hour and a half. I've invited all the parents of my students to report back to me about these activities. Please try to select 3-5 that are of special importance to you and ______. Of course, you can also write me a note or call me at __________________ if you cannot attend this meeting or would just prefer a more individual conversation. I am hoping that getting all the parents together about these activities will help identify ways in which we can all work together to make this year an especially successful and productive one for ______.

Feel free to call or write me if you have questions or just want to talk things over.

Regards,

Pam Reston

Our example cover letter includes an invitation to parents to attend a follow up meeting. We know teachers who have used this approach quite successfully. Not only did all the families attend, but the discussion resulted in ideas and plans for the teachers, for other teachers in the school also working with the class, and for the parents.

Paul's uncle didn't say much for the first 15 or 20 minutes of the meeting. He seemed shy, sitting on the edge of the group and clasping his hands in his lap as if he was just a little uncomfortable being back in a school.

Sarah's mother began talking about her desire for Sarah to do more with friends after school. She worried about her at home alone just watching TV until she and her husband got home from work. She wondered questioningly if Mrs. Stanton might help the students plan some after school activities with each other once in awhile.

Paul's uncle seemed to gather his courage, cleared his throat, and said he was worried about Paul not having many friends and being so quiet and isolated. Paul's mother left last year and his uncle brought Paul into his own home, but seemed not quite sure how to support Paul's preadolescent social life.

Sam's mother spoke up, offering to make sure Paul was invited to Sam's upcoming birthday party which brought similar offers from two other parents. Jevon's dad commented that Jevon often mentioned Paul in his reports about the school day's events and seemed to like him. He offered to encourage Jevon to invite Paul over for videos and popcorn some evening soon.

This teacher filled out ABA summary pages on the 7 students in her class of 23 that seemed to need some extra attention. You might use the ABA Individual Summary form to make notes about the whole class. We have included a whole class summary form in the back of the module that allows you to summarize your class individually on page. This particular teacher's summary pages helped remind her of the parent meeting discussion when she began planning specific curricular goals and designing teaching plans. Another strategy might be to have brief individual meetings with each student about their review of the activity lists with their parents. You could then use the ABA summary to capture the highlights of this discussion.

THE LEARNING HISTORY/TRANSITION INFORMATION PROFILE

(FIGURE 3)

Figuring out where your students have been

Every fall in American schools, many teachers get a new group of students and most students get a new teacher. Some schools are experimenting with "step-ups" and mixed age groupings that allow students to stay with the same teacher for several years. (This has been common practice in some other countries where teachers "follow" their students for several years through elementary and middle school especially.) You may know a little bit about some of your new students just from seeing them around the school, or in come cases, hearing their previous teachers talk about them in the teacher's lounge or during meetings. Too often, though, you really don't know very much about the new group and have to almost "start from scratch" getting to know each student. Sometimes you may get through a whole year and still feel that you never really got to know a fair number of your students. This may bother you since you realize that if you get to know students well you are more likely to be able to tailor their learning so that it is interesting and more useful in their lives.

While the ABA will greatly assist the process of learning who your students are, it does not provide you with an educational *history* of your students. What have past teachers learned about Germaine's preferred learning styles? What are his special gifts of intelligence? What supports does he need to manage school and learning well? What kinds of curricular materials and approaches have been tried? Which worked and which didn't?

Of course, for some of your students this kind of information is less critical, or becomes transparent to you within a few days. For a sizable proportion of your class, however, you could well "waste" the fall covering old ground in lots of different ways. We've created the ***Learning History/Transition Information Profile*** to help you get this information sooner rather than later. Table 3 summarizes the information included on the Learning History/Transition Profile, while Figure 3 illustrates one of the three pages.

Table 3:
Information Included on the
LEARNING HISTORY/TRANSITION INFORMATION PROFILE

In short, this student's abilities, issues and needs. . .

from the perspective of teachers and family . . .

with suggestions for finding more in-depth information . . .

- Health and Safety
- Communication
- Mobility
- Manipulation
- Vision/Hearing
- Personal Care
- Equipment
- Reading
- Writing
- Schedule Use/Time Telling/Calendar
- Numbers/Math
- Money
- Independent Work
- Group Work
- Homework
- Self Management/Behavior
- Friends/Relationships
- Learning Style and Preferences
- Activity Level Preferences
- Social Image/Esteem
- Other home stuff
- Other school stuff
- Other community stuff

Student Carlos Aquilar

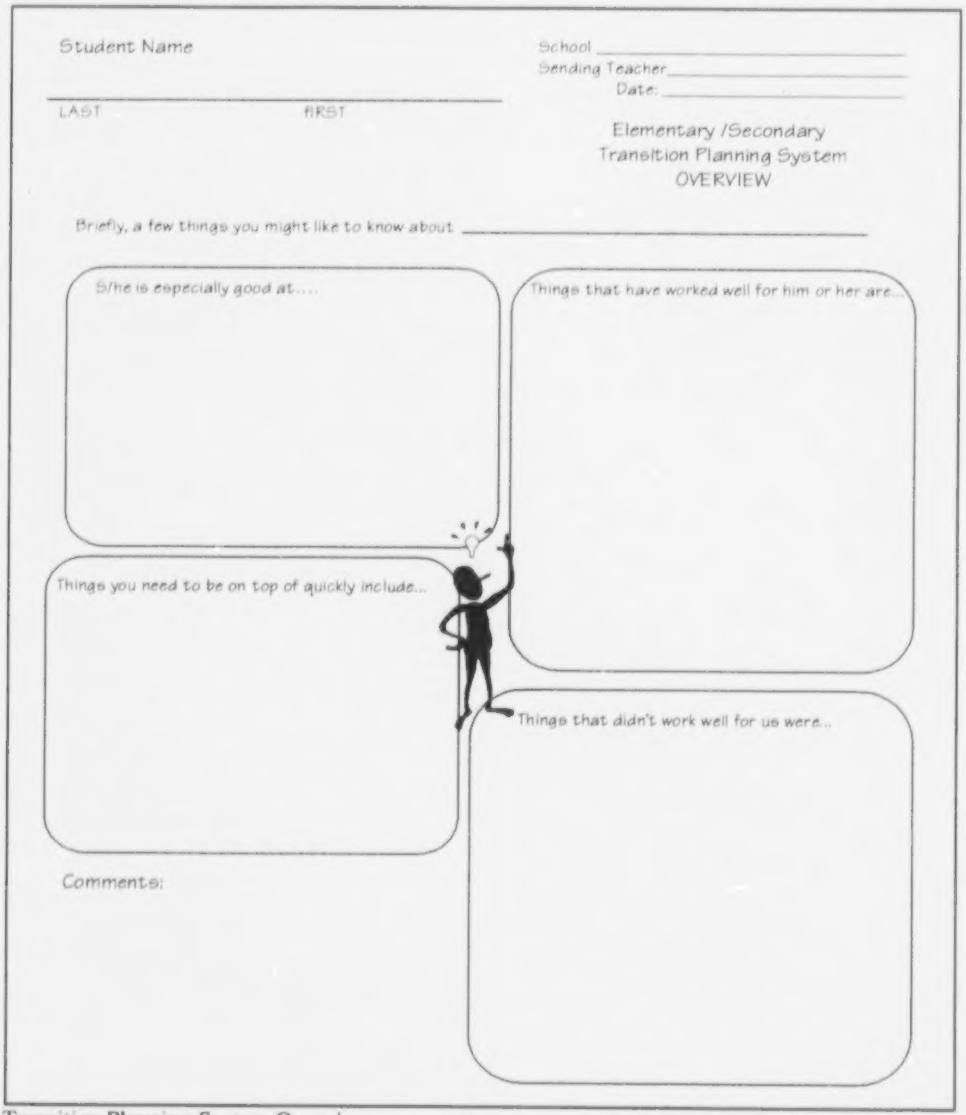
Abilities & Needs	Teacher	Family	More Info.
Health & Safety: Had a healthy year. Seizures under control. Watch for chest congestion: may need repositioning to help cough.	Carlos seems to do best when sitting in middle of class. He would appear to turn head toward speaker and sounds more than when on side of room.	- Family will administer all needs.	- medical file with school nurse.
Communication: Expressive: Smiles, moans at times. Makes choices between 2 smells, sounds, textures. Will move hand away from cold. Receptive: Smiles a lot when he hears Mom!		- Family speaks mostly Spanish at home.	
Mobility: Uses manual wheelchair. Getting close to outgrowing it. Had surgery last spring - right leg.			- With P.T. next year.
Manipulation: Does not need to wear wrist splints part of the day. Grasps objects at other times better than at beginning of year, seems to enjoy/tolerate variety better.	Really seems to enjoy having students all around him - working on his tray, touching him, explaining what they were doing, helping hand-over-hand.		
Vision & Hearing: It's not clear what he's seeing, but consistently turns toward bright light. Enjoys music/sounds/voices.			
Personal care (meal time, grooming, hygiene): Has gastrointestinal tube for feeding, but can tolerate small bites of pureed food. - needs 2 person transfer for toileting. - needs attention to teeth.		Family sends in supplies once every 2 weeks (diapers, cans of ensure) and as needed if you let them know.	- With nurse for community dental care.
Equipment: -- wheelchair (above) - standing board/tray	Music & art times were nice for Carlos to spend time in standing board with tray!		- With P.T. for standing board after cast is off.

Figure 3: Page of the Learning History/Transition Information Profile

WHO FILLS OUT THE LEARNING HISTORY/TRANSITION PROFILE?

It depends. If your school is well-organized as collaborating faculty, you could have a system that has every *sending* teacher fill out the *Learning History/Transition Profile* for students that you and they think might be a bit too difficult to learn about quickly. If your school is not organized in this way, you can ask teachers of students you expect to inherit to complete the *Profile* with the child's parents before the end of the school year. You can also use the form as an interview guide after the fact to gather information from both the previous teacher and the student's parents. Some teachers we have been working with are finding the *Learning History Profile* is especially helpful when students' move to the next grade also involves moving to a new school. A shorter, condensed *Overview* is illustrated below.

We encourage you to not skip the student's parents. Teachers usually only have a year (or at most 3) of familiarity with a student. We think you'll find, as we have, that parents will most often be the best at anticipating how their child will react to your classroom environment. Their information might be crucial to the peacefulness and productivity of the first weeks of the new year and serve as a basis for your curricular decisions throughout the year.



Student Name

LAST FIRST

School ____

Sending Teacher ____

Date: ____

Elementary /Secondary
Transition Planning System
OVERVIEW

Briefly, a few things you might like to know about ____

S/he is especially good at....

Things that have worked well for him or her are...

Things you need to be on top of quickly include...

Things that didn't work well for us were...

Comments:

The Transition Planning System Overview

IN SUM

We have described two ways of gathering information about your students. These strategies will help you tailor your curricular decisions for each student in your class, thereby enriching, expanding, enhancing or overlapping depending upon the student's interests, abilities, preferences, and priorities. Taking students' and families' perspectives into account is a key to the creation of really effective, flexible curriculum and genuinely reinvented schools. The next section provides some additional ideas, strategies, and tools to help you use this information about your students in both your whole class and individual student planning .

Planning for Everyone and Each one

The direction and commitment of the multiple efforts of reform currently at work in schools is to reinvent schools as places of learning that respond to individual student differences and interests within the context of the larger classroom and school community. For many teachers this really isn't as difficult as it sounds. Good teachers **are** good at least in part because of their ability to attend to a single child's uniqueness while managing the ebb and flow of the whole class. Good teachers have always been able to move rapidly between the *big picture* and the single child.

You probably remember the couple of teachers in your own learning history who fielded the question only you really wanted to ask, let you change the assignment so you could do something you thought was really special, and generally inspired you to produce your best efforts. If the memory isn't too old, you might also remember that this powerful singling out was accomplished in a way that made you feel "proud special" instead of "sorry special."

As special education gradually funneled more and more students away from the general education classroom, some teachers became less practiced at accommodating some students, while they remained just as fluently able to tailor their teaching and planning for others. "Human diversity" acquired narrow definitional limits, at least within the learning community of the general education classroom. "Sorry special" became the more dominant reaction of children to our efforts to help them learn better or differently in places besides the general education classroom. For most of you general education teachers, reinventing teaching and learning means discovering anew how to stretch your planning creativity for everyone to accommodate successfully more and more different kinds of "each ones."

For you special educators, the stretching is of a different kind. You need to think first about the *whole* class and how its learning activities can provide rich opportunities for the student you used to teach alone, rather than thinking of the individual child and how he or she might, or might not, "fit in" to the activities of the larger group. In this section we offer three planning tools that will help you both stretch. But first, a couple more words about why *collaborative* curriculum planning seems so difficult.

COMPETING APPROACHES TO PLANNING:

WHY TEACHERS STRUGGLE WITH EACH OTHER

Of course we realize that *planning* for any teacher is really just an effort to gain some amount of comfort with the chaos. Plans, especially for general educators, impose some order and direction, but are rarely expected to unfold as anticipated. Teaching plans are meant to be changed; the plan just gives you enough structure to change things for the better more often than for the worse. Special educators sometimes forget this essential unpredictability of teaching and become constrained rather than aided by their plans. This is one planning difference that can make it challenging for general and special education teachers to begin working together, but there are others.

Within special education we have relied, at least since 1978, upon creating detailed annual plans for each child's curriculum and teaching. While these individual education plans (IEPs) meet many of the accountability requirements of both federal and state regulations, they often do not serve teachers as well. Special educators find themselves spending hours stretching into days creating IEPs that are then filed away until the annual process gears up again 9-10 months later. General educators approach the IEP document with consternation and suspicion. "Do I really have to do this?" "How do I do this and teach the rest of the class?" "I don't know what I'm going to teach in March exactly and can't really say what this student might be able to learn."

General educators tend to plan for longer periods of time in broader strokes, leaving the detailed lesson planning to right before, and even during, their teaching. General educators also tend to start their planning from the broader view of the whole class rather than any one child's learning perspective. It's as if ***special educators plan from the bottom up (the student to the class) while general educators plan from the top down (the class to the student).***

HOW CAN WE POSSIBLY GET TOGETHER ABOUT PLANNING THEN?

If students with disabilities, who now must have detailed and annual IEPs, are going to become fully included as learning members of the general education classroom, some changes in the *process* for generating the IEP will need to occur. We suggest an approach that takes advantage of the planning strengths of both general and special educators. The resultant process generates *curriculum goals* annually (just as now required by the IEP regulations), but leaves the articulation of specific *teaching objectives* until much closer to the teaching event. There are several advantages to this seemingly small change.

TEACHING OBJECTIVES CAN BE MORE RESPONSIVE TO STUDENT LEARNING. One problem many teachers find with writing annual objectives is that the IEP is not very responsive to changes in students' learning. Our IEPs are only our "best guess" about what and how much a student might learn. When our best guess is even a little off the mark, it becomes less useful as a guide to teaching. The most effective, flexible, and efficient teachers constantly revise teaching objectives in response to students' work and learning. Thus teaching objectives written close to the teaching event are most likely to really reflect *exactly* what is transpiring with the student's learning.

TEACHING OBJECTIVES CAN BETTER REFLECT THE CURRICULUM. Since general education teachers usually make their curricular decisions only the week, day or even hours before actually teaching, *annual* teaching objectives must always be written in very general terms. Yet it can be difficult for teachers to see how these generally worded objectives apply in the specific teaching situations they are designing, resulting in students being left out or teachers asking some other adult to figure out what the student should be doing. If teaching objectives are written close to the teaching event, the student's learning can be framed in terms of the teaching content and event, making it clearer for everyone how the students will participate and what they will be expected to accomplish. In this section we offer 3 planning tools that will help you move from broad-based curriculum planning for longer spans of time (like several weeks or a whole term) to specific lesson design for a single or small number of days. We've also included a special section on group teaching that we think will give you some ideas for managing student diversity with mixed as well as same-ability groups of learners.

THE IEP BECOMES A WORKING DOCUMENT. Both of these advantages result in the IEP becoming something teachers use all the time to help them make and record their curricular decisions. The IEP-in-a-drawer becomes the IEP-in-the-hand, constantly reminding all the teachers involved in the class what they are trying to accomplish for those students whose successful learning requires a bit more careful tailoring and personalizing.

LONG RANGE CURRICULUM PLANNING:

SKETCHING THE BIG PICTURE WITH BROAD STROKES FOR EVERYONE

This first tool is designed to be used by groups of teachers doing longer term planning about how they will be achieving curricular aims over the next weeks or even months. Instead of just "following the book," more and more teachers are getting together to engage in just this kind of creative and collaborative curricular planning. First they identify broad curricular themes that might be either conceptual (e.g., conflict, culture, growth) or substantive (e.g., relationships, animals). These themes provide coherence and constancy as students move from one learning activity to the next. Themes also serve to invigorate skill-based learning like reading, math, and writing with meaning and interest for students. This tool draws on "webbing" to elaborate the theme into a wide variety of possible topics that can be clustered into learning activities. Webbing is a brainstorming technique familiar to many general educators, but rarely familiar to special educators. Some general education teachers use webbing with their students to involve them in the design of the curriculum and resultant learning activities.

Figure 4 illustrates the web that the teachers of the Grade 6 team devised. Notice how the broad theme of "measurement" naturally generated a variety of topics and activities that might take anywhere from an hour to several days or even a couple of weeks to teach.

These teachers have also thought through how the webbed topics might translate into a series of learning activities using another piece of planning paper illustrated in Figure 5. ***Long Range Curriculum*** planning begins to translate topics from the web into specific activities and relate them to various academic content, skills, and other more specific dimensions of curricular and teaching design. Sometimes academic content will, for example, be infused into one of the integrated curriculum activities. For example, the math review at the beginning of the year will focus on the measurement unit with learning relating to the history of the metric system and challenges related to woodworking, cooking, construction and conversions. In other situations the teachers will organize some focused teaching of these academics, sometimes with same-ability and sometimes with mixed-ability groups of students.

This "big picture, broad stroke" planning also helps the group identify and share responsibility for organizing their resources. Notice that Bob will take the lead in the wood working projects and will likely be the one to plan the language arts unit. On the other hand, Carol will take responsibility for social studies and Home Ec. both in terms of her involvement with all the students in the three teachers' classrooms and the collection and management of all the special materials. Barb, who feels more comfortable in the sciences, will lead the math and health curricula development.
Finally, notice how this broad stroke planning has helped the teachers identify that several clusters of students will need some additional thought or special attention. It is not necessarily clear to the reader exactly why these teachers have singled out these students, but it does seem clear that they intend to spend more time organizing their thinking about how these activities will need to be tailored to be successful for them.

HOW DOES THIS ANNUAL PLANNING WORK FOR STUDENTS WITH IEPS?

It depends on how services for students officially designated as eligible for special education are organized. Remember we are in a time of transition. Only relatively few places have succeeded in absorbing previously separate special education in ways that preserve all the functions, but without any of the labels. Where this has happened all students are assigned to general education classrooms that are supported by groups of teachers. Each teacher has different teaching strengths and preparation. At least one has a history of interest and preparation in tailoring curriculum for more challenging learners and providing the additional supports they might require. In such reinvented, inclusive situations, these two curriculum planning forms help identify students that might need more systematic discussion, detailed planning, and support.

You may find yourself in a different situation during this period of transition. In many other schools "special" students are still "served" by a separate system. Some might be assigned only part time to general education classrooms and spend part time in other special-only places (like resource rooms, or self-contained classrooms). Others might be assigned full time to general education classrooms, but bring the special-only aspects along with them to the classroom in the form of another adult who takes primary responsibility for their learning. All these are examples of ***integration***. While integration is a "step-on-the-way" to truly reinvented, inclusive schools, it still maintains much of the separateness that can lead to more feelings of "sorry special" than "proud special" in students.

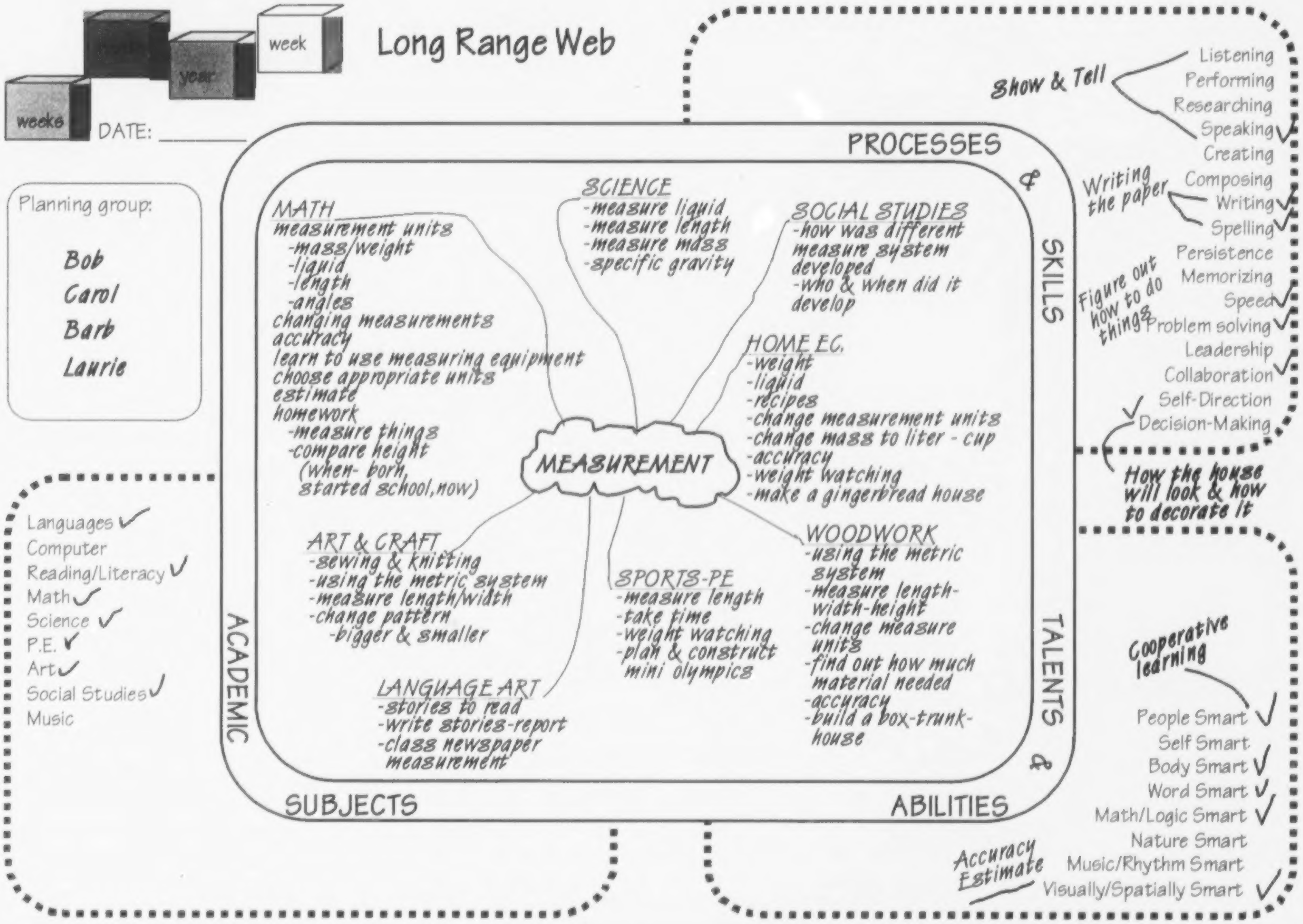
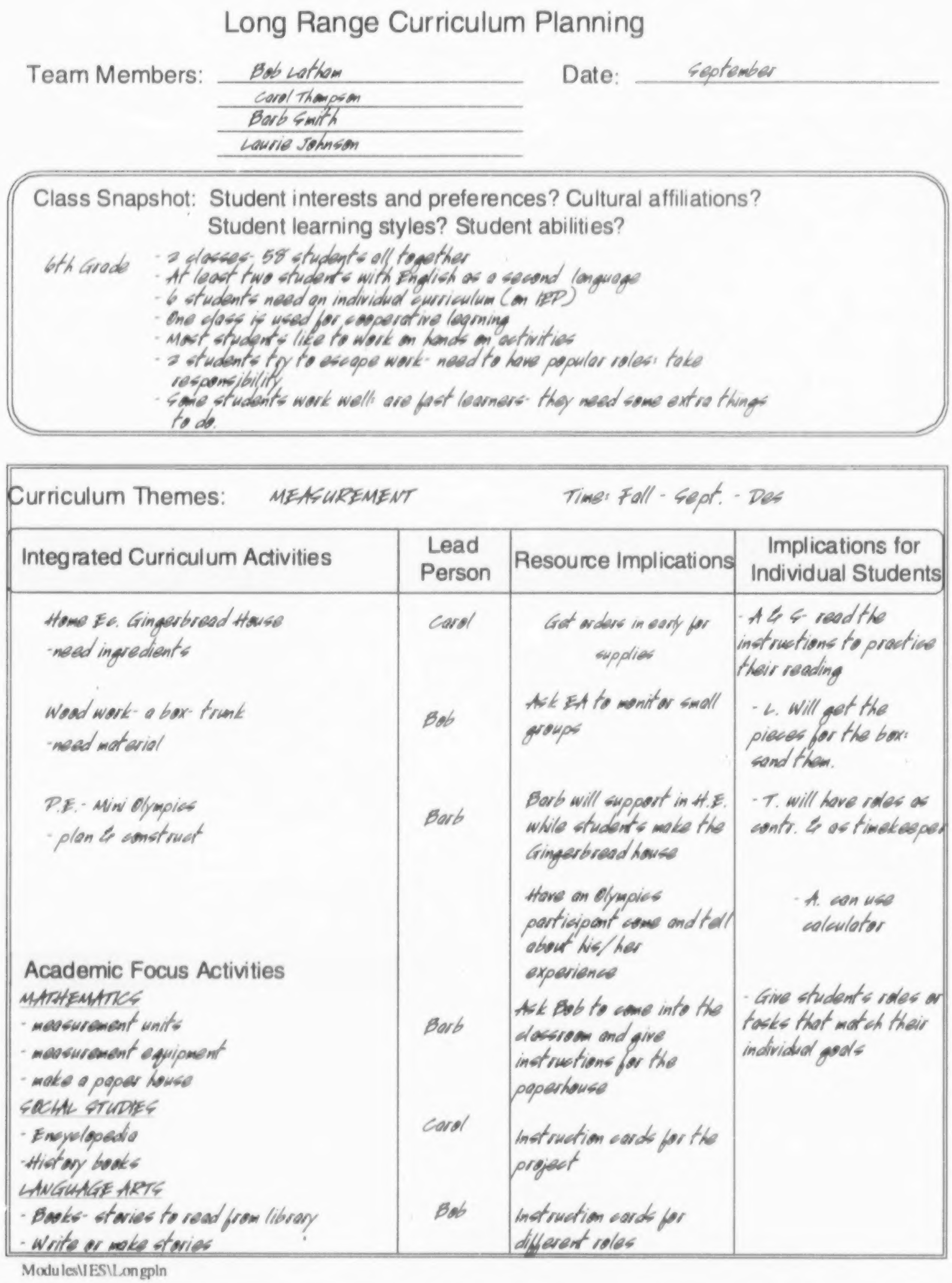

weeks
year
week
Long Range Web
DATE: ________
Planning group:
Bob
Carol
Barb
Laurie
MATH
measurement units
-mass/weight
-liquid
-length
-angles
changing measurements
accuracy
learn to use measuring equipment
choose appropriate units
estimate
homework
-measure things
-compare height
(when- born,
started school,now)
SCIENCE
-measure liquid
-measure length
-measure mass
-specific gravity
SOCIAL STUDIES
-how was different
measure system
developed
-who & when did it
develop
HOME EC.
-weight
-liquid
-recipes
-change measurement units
-change mass to liter - cup
-accuracy
-weight watching
-make a gingerbread house
MEASUREMENT
ART & CRAFT
-sewing & knitting
-using the metric system
-measure length/width
-change pattern
-bigger & smaller
SPORTS-PE
-measure length
-take time
-weight watching
-plan & construct
mini olympics
WOODWORK
-using the metric
system
-measure length-
width-height
-change measure
units
-find out how much
material needed
-accuracy
-build a box-trunk-
house
LANGUAGE ART
-stories to read
-write stories-report
-class newspaper
measurement
PROCESSES & SKILLS
TALENTS & ABILITIES
ACADEMIC SUBJECTS
Languages ✓
Computer
Reading/Literacy ✓
Math ✓
Science ✓
P.E. ✓
Art ✓
Social Studies ✓
Music
Show & Tell
Listening
Performing
Researching
Speaking ✓
Creating
Writing the paper
Composing
Writing ✓
Spelling ✓
Persistence
Memorizing
Figure out how to do things
Speed ✓
Problem solving ✓
Leadership
Collaboration ✓
Self-Direction
✓ Decision-Making
How the house will look & how to decorate it
Cooperative learning
People Smart ✓
Self Smart
Body Smart ✓
Word Smart ✓
Math/Logic Smart ✓
Nature Smart
Music/Rhythm Smart
Accuracy Estimate
Visually/Spatially Smart ✓

Figure 4: Example of Web planning



Long Range Curriculum Planning

Team Members: Bob Latham
Carol Thampson
Barb Smith
Laurie Johnson

Date: September

Class Snapshot: Student interests and preferences? Cultural affiliations? Student learning styles? Student abilities?

6th Grade
- 2 classes- 58 students all together
- At least two students with English as a second language
- 6 students need an individual curriculum (on IEP)
- One class is used for cooperative learning
- Most students like to work on hands on activities
- 2 students try to escape work- need to have popular roles: take responsibility
- Some students work well: are fast learners- they need some extra things to do.

Curriculum Themes: MEASUREMENT Time: Fall - Sept. - Des

Integrated Curriculum Activities	Lead Person	Resource Implications	Implications for Individual Students
Home Ec. Gingerbread House -need ingredients	Carol	Get orders in early for supplies	- A & S- read the instructions to practice their reading
Wood work- a box- trunk -need material	Bob	Ask EA to monitor small groups	- L. Will get the pieces for the box: sand them.
P.E.- Mini Olympics - plan & construct	Barb	Barb will support in H.E. while students make the Gingerbread house	- T. will have roles as contr. & as timekeeper
		Have an Olympics partisipant come and tell about his/her experience	- A. can use calculator
Academic Focus Activities MATHEMATICS - measurement units - measurement equipment - make a paper house	Barb	Ask Bob to come into the classroom and give instructions for the paperhouse	- Give students roles or tasks that match their individual goals
SOCIAL STUDIES - Encyclopedia -History books	Carol	Instruction cards for the project	
LANGUAGE ARTS - Books- stories to read from library - Write or make stories	Bob	Instruction cards for different roles	

Modules\IES\Longpln

Figure 5: Example of the Long Range Planning form

BEST COPY AVAILABLE

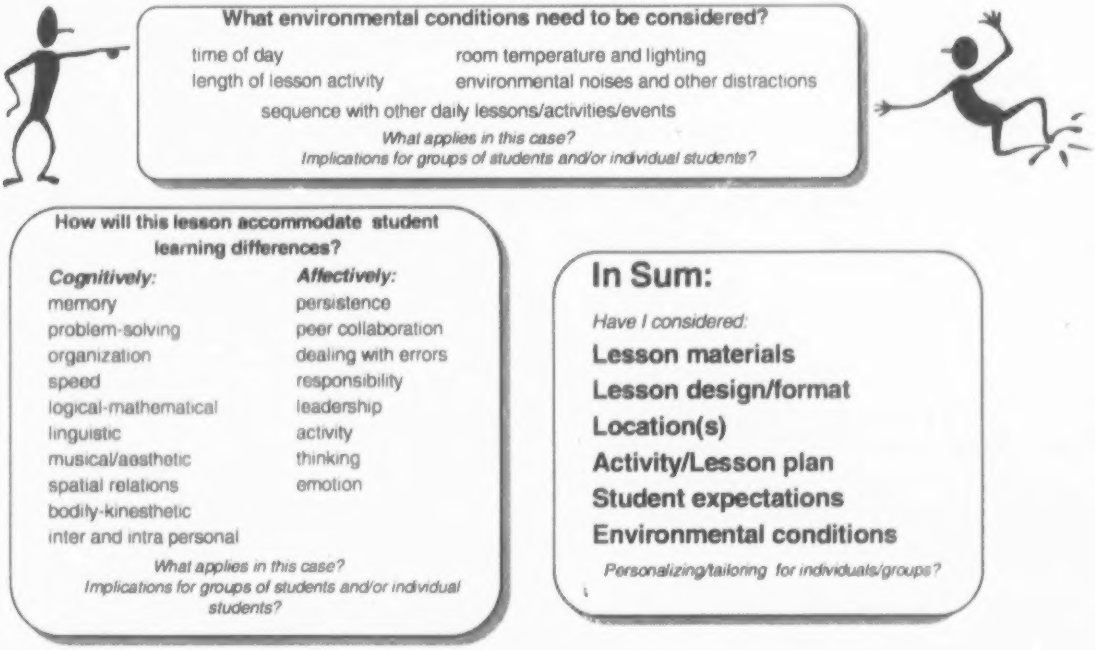
If your situation is better characterized as *integration*, the *Long Range Planning* form will help special education people gather information about what might be happening in the general education settings you are trying to make more inclusive. General education teachers might use the form and give it to the specialist team before any kind of IEP meeting is ever held. The information sketched on the *Long Range Curriculum Planning* form might help the IEP participants construct annual goals that better reflect the general education curriculum.

DAILY/WEEKLY CURRICULUM PLANNING:
FILLING IN THE DETAILS AND TRACING THE IMPLICATIONS FOR SOME

We have designed the *Brainstorm Teaching Plans for Mixed Ability Groups* (figure 6) to assist your more detailed and ongoing planning. The "form" is also presented as a set of cards that teachers can use to plan the details of the curriculum units sketched out during the annual curriculum planning discussions. Like all the pieces of paper we offer you, this one encourages "thinking through" rather than "filling out," though many teachers use the forms to make notes that will later help them recapture their decisions. Both paper and card versions of these key planning tools are in the pocket at the back of the module.

We mention the *Brainstorming Teaching Plans* form in this discussion of curriculum planning because planning for curriculum and teaching are intertwined. Curriculum decisions **are** teaching decisions and your ongoing teaching decisions constitute the real curriculum-in-use. Curriculum and teaching are inseparable in practice. The *Brainstorm Teaching Plans* form encourages groups of teachers to think broadly and expansively about all the options they have for making the learning experience as exciting and responsive as possible to all their students. For any one of the integrated curriculum activities or academic focus activities you thought up during your broad stroke annual planning, you have all kinds of choices. Lists on the back of the *Web* form may spur your inventiveness.

The *Brainstorm Teaching Plans* first prompts you to make your curriculum/teaching decisions within each of these dimensions and then think about the implications of whatever decisions you make for your own task list as well as the learning of your students. Like the *Long Range Curriculum Planning* form, this form helps you identify, now in a more precise way, those students who will require more systematic and focused decisions if their learning experiences are to be well-enough tailored for them to really achieve the kind of active, meaningful participation in community life that you seek and value.



What environmental conditions need to be considered?

time of day
length of lesson activity
room temperature and lighting
environmental noises and other distractions
sequence with other daily lessons/activities/events

What applies in this case?
Implications for groups of students and/or individual students?

How will this lesson accommodate student learning differences?

Cognitively:
memory
problem-solving
organization
speed
logical-mathematical
linguistic
musical/aesthetic
spatial relations
bodily-kinesthetic
inter and intra personal

Affectively:
persistence
peer collaboration
dealing with errors
responsibility
leadership
activity
thinking
emotion

What applies in this case?
Implications for groups of students and/or individual students?

In Sum:

Have I considered:
Lesson materials
Lesson design/format
Location(s)
Activity/Lesson plan
Student expectations
Environmental conditions
Personalizing/tailoring for individuals/groups?

Sample planning card

BRAINSTORM TEACHING PLAN FOR MIXED-ABILITY GROUPS

Curriculum Area/Aim/Theme/Unit/Lesson: Measurement

Potentially Related Real Life Activities Caring For Self, Friends & Families	Potentially Related Real Life Activities Enjoying Leisure & Recreation:	Potentially Related Real Life Activities Community,Jobs& Chores:
Develop & plan fitness activities	Sports Handcraft	Cook-bake Repair or make different things

IN SUM	SPECIAL CONSIDERATIONS: (e.g.: IEPS,TAG, ESL issues, students who leave early, other/needed supports & resources)
Student Expectations: Learn measurement units for liquid, length, mass - to change measurement units - to use measurement equipment - to choose appropriate units - to estimate understand the importance of accuracy Lesson Design/Format: - Instruction: demonstration from teacher - Instructions on cards - Cooperative learning - Individual work	Other Goals: - Reading -instructions - stories - writing - Learning #, adding and multiplying with 10, 100 - Using: reading off a ruler
Locations: The Classroom - Library - School Kitchen - Woodwork shop - Gym	- Taking care of belongings - Be ontask - Start on time
Activity/Lesson plan flow: Make: - a gingerbread house - paper house - woodbox house - write a story - write about measurement for the class newsletter - measure different things - change measurement units - develop/ construct mini Olympics - study the history of how measurements were created	- Interact with others - Working with others
Lesson Materials: - Paper-glue-scissors-cardboard - Flour, etc. - Books from the library - Equipment to use for measuring such as: cups, spoons, rulers, measuring tape - Instructions on cards	Different students will have different goals depending on their needs
Environmental Conditions: - Another classroom space to spread out - Gets hot: stuffy with all the students - OPEN WINDOWS	Goals will be: - EDUCATIONAL - TASK ORIENTED - SOCIAL
Extra/Outside resources: - Film on Olympics - Community people as speaker (Engineer-Hardware store...)	

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Figure 6: Example of Brainstorm Teaching Plans for Mixed-Ability Groups

AGAIN, HOW DOES THIS WORK FOR STUDENTS WITH IEPs?

As with the *Long Range Curriculum Planning* form, it depends on your situation with regard to integration of special education versus a reinvented school that has fully incorporated those students and teachers who previously populated the separate system. If your current experiences are better described as integration, then you might be either a "general" or "special" educator trying to figure out how to use this part of the planning process.

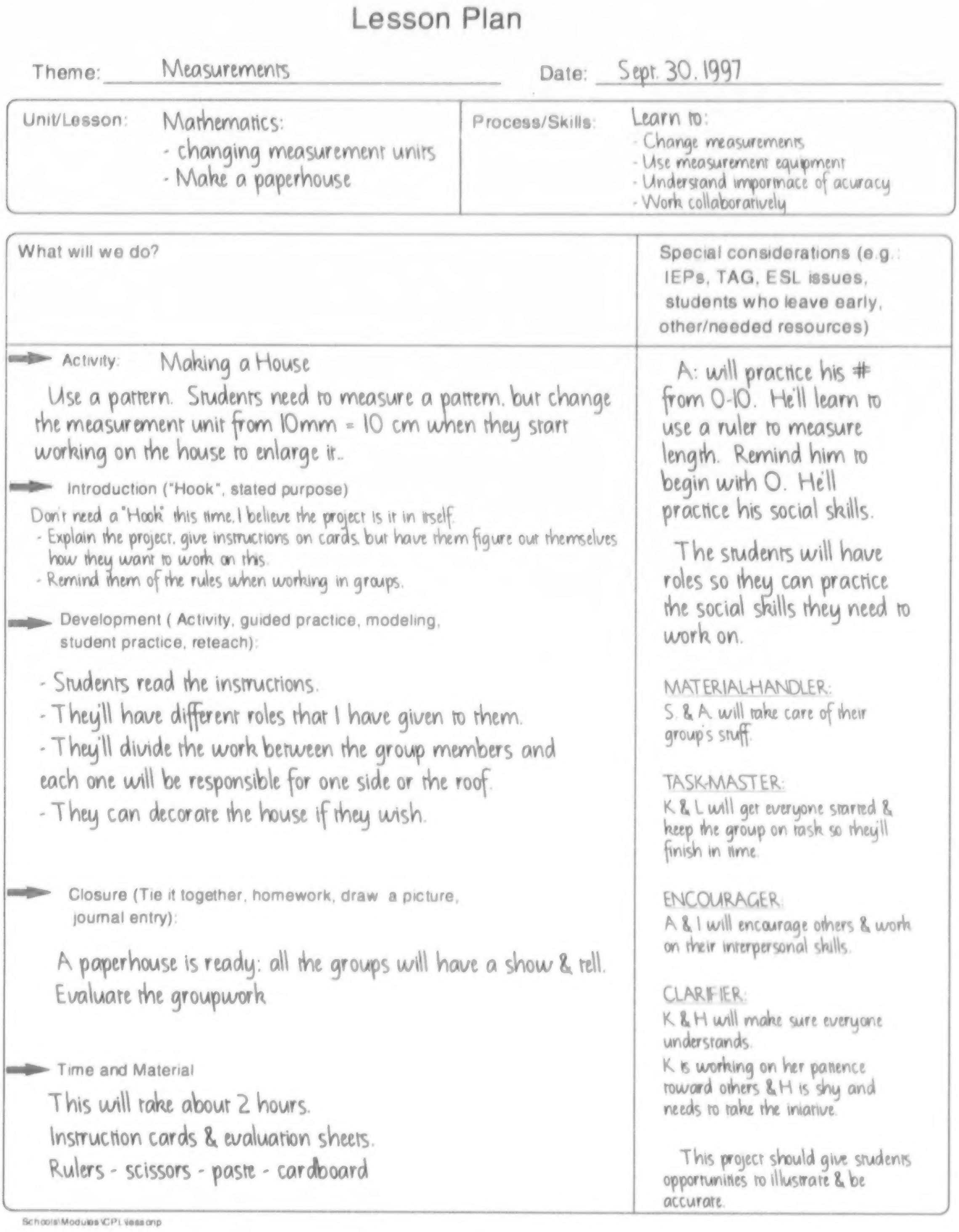
If you are a general educator, the *Brainstorm Teaching Plans* can help you and your colleagues be more expansive and creative as you plan your teaching. This very effort will likely help you create the kinds of flexible, responsive learning experiences that are naturally incorporative of student diversity. If you have special educators trying to "help" you integrate students who have been labeled "disabled," you might use a summary of these brainstorming decisions to keep them informed about your teaching and curricular decisions. Figure 6 illustrates the summary of a brainstorming session between a group of teachers who will be teaching a measurement unit. It is clear from the summary that this planning session worked out some, but probably not all, of the activity and teaching objectives details. These teachers will likely do more of this kind of detailed brainstorming, planning, readjusting, and replanning as they proceed with the unit. Nevertheless, the teachers have developed a teaching plan that includes some general strategies for all students including those with diverse needs.

If you are a special educator, you might use the *Brainstorm Teaching Plans* form as an interview guide to find out what is happening in the classrooms you seek to integrate your students into. In this way, you not only collect information that might help you more successfully integrate your students, you also let the teacher know that you are trying to learn about *his/her* teaching decisions so that you can collaborate with them. Too often general education teachers on the receiving end of integration get the message that the special educators want to change them to look more "special" so the labeled student will "fit in." By beginning with the teachers' planning decisions, you may encourage a more collaborative working relationship. Over time, the general education teacher may adopt the *Brainstorm Teaching Plans* form and begin using it more routinely as a thinking guide.

Finally, we've provided a *Lesson Plan* (Figure 7) to finalize the details of your teaching design. This tool encourages the most detailed planning, including "visualizing " just how the lesson will flow from your first effort to "hook" the group into the topic, through the work of the lesson to your effort to close and transition to the next lesson or activity. Notice in our example that individual student expectations are noted to the side of the lesson plan. This could easily be shared between classroom teacher and support staff for additional reminders and suggestions.

IN SUM

We have described four kinds of planning and offered you a heuristic device for assisting each. *Webbing* gets the process started with really divergent brainstorming, while the *Long Range Planning* form adds detail by sketching the big curricular picture with broad strokes for everyone in the class. The *Brainstorm Teaching Plans* helps you fill in the details closer to the teaching event in a way that highlights the implications of your curricular and teaching decisions for those students who might require more focused attention. Some students will require some additional decisions that will further enrich, expand, overlap, and embed teaching objectives and activities in ways that are maximally responsive and effective for their learning. The *Lesson Plan* prompts you to make these individual student decisions as you plan for the whole class.



Lesson Plan

Theme: Measurements

Date: Sept. 30. 1997

Unit/Lesson:	Mathematics: - changing measurement units - Make a paperhouse	Process/Skills:	Learn to: - Change measurements - Use measurement equipment - Understand impormace of acuracy - Work collaboratively

What will we do?

Activity: Making a House

Use a pattern. Students need to measure a pattern. but change the measurement unit from 10mm = 10 cm when they start working on the house to enlarge it..

Introduction ("Hook", stated purpose)

Don't need a "Hook" this time. I believe the project is it in itself.
- Explain the project. give instructions on cards. but have them figure out themselves how they want to work on this.
- Remind them of the rules when working in groups.

Development (Activity, guided practice, modeling, student practice, reteach):

- Students read the instructions.
- They'll have different roles that I have given to them.
- They'll divide the work between the group members and each one will be responsible for one side or the roof.
- They can decorate the house if they wish.

Closure (Tie it together, homework, draw a picture, journal entry):

A paperhouse is ready: all the groups will have a show & tell. Evaluate the groupwork

Time and Material

This will take about 2 hours.
Instruction cards & evaluation sheets.
Rulers - scissors - paste - cardboard

Special considerations (e.g.: IEPs, TAG, ESL issues, students who leave early, other/needed resources)

A: will practice his # from 0-10. He'll learn to use a ruler to measure length. Remind him to begin with 0. He'll practice his social skills.

The students will have roles so they can practice the social skills they need to work on.

MATERIAL-HANDLER:
S. & A. will take care of their group's stuff.

TASK-MASTER:
K & L will get everyone started & keep the group on task so they'll finish in time.

ENCOURAGER:
A & I will encourage others & work on their interpersonal skills.

CLARIFIER:
K & H will make sure everyone understands.
K is working on her patience toward others & H is shy and needs to take the iniative.

This project should give students opportunities to illustrate & be accurate.

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Figure 7: Example of the Lesson Plan

Achieving Balance with Mixed-Ability Learning Groups

WHY STUDENT DIVERSITY CHALLENGES TEACHING

Traditionally teachers organized their students for learning based on the assumption of homogeneity: students who share the same or very similar learning characteristics or abilities learn best when grouped together. Most teachers learned to organize their teaching according to this kind of ability grouping. Such a strategy permitted teachers to tailor instruction to student ability while avoiding the demands of fully individualized, or even individually adapted, teaching. Ability grouping still may be a reasonable choice on some learning occasions.

More and more though, teachers are finding that their students are simply too different for this traditional grouping and teaching strategy. Dramatic variations in ability, learning rates, and learning styles among today's students force teachers to rethink their teaching.

In the end, homogeneous grouping can end up actually enforcing and reinforcing segregation and exclusion of students that don't seem to readily fit in for one reason or another. In today's classrooms there seem to be more and more of these "hard to fit" students. When homogeneous group teaching is the *only* strategy used, a few students will excel, more naive learners might fall behind, and those with more significant disabilities might well end up barred from meaningful learning.

Well, Then How Can I Avoid the Pitfalls of Homogeneous Group Teaching?

First, realize that sometimes your teaching agenda, and students' learning agendas, will best be met by grouping similar learners. Teaching rarely is as simple as "either/or." Here we will provide you with some guidelines and examples for teaching mixed ability groups and encourage you to always group students **both** homogeneously **and** heterogeneously.

How DO I Teach These Mixed Ability Groups?

Teaching mixed ability groups requires that you take a little more time to thoughtfully organize and plan for the groups' activities, at least at first. Let's start with three examples:

> *Today's grade 6 science experiment involves identifying bases and acids using litmus paper. Each learning group has a list of 10 liquids to identify but has only 2 liquids to work with initially. Identifying all 10 means that all the groups must share their information.*
>
> *Students are grouped into teams of three and assigned to individual work stations. Each of the students in the group has a role. In one group Charlie is the scribe, Rachel dips the litmus paper into the liquids and Jose, who has significant disabilities, fills the pre-measured beakers with the liquids. He also matches the litmus paper to examples on a science chart and Rachel records the result. Jose then travels from group to group in his motorized wheelchair to get the names of the other 8 liquids for Charlie and Rachel. Once all 10 are named, the three share clean-up responsibilities.*

> *Mr. Hansen's 5th grade class is responsible for the school-wide recycling of paper. Each week a team is selected (on a rotating basis) to visit the classrooms, empty each recycling box into a large cart, sorting the contents of the collection and depositing them into the schools large recycling containers for a monthly pick-up. David is responsible for scheduling tasks within the group. He designates Karen as Randy's partner. Randy is working on sequenced independent tasks. Karen makes an agenda for them to follow. Anita, who is working on her English skills, is appointed to manage the equipment, while Ben will join the sorting.*

> *Students in Mrs. Smith's mixed-age second-third classroom are studying different habitats. Their group projects involve constructing a diorama of the habitat. The 26 students are arranged at tables in cooperative groups of 5 or 6. At one table, Clark (who is working on grasp-hold-release) picks up a container of clay and passes it to Shawn who opens it, removing the contents which he divides into 5 portions. Teresa opens a resource book which she has just found in the library. She begins to read to the group, showing pictures of the different animals in a jungle habitat. Anne uses her augmentative communication device to choose "monkey" as the animal she will be working on.*

Each of these examples involves different kinds of students doing different things. Yet successful learning in each case depends upon a common set of strategies. We have organized these common strategies into a set of "essential rules" and "helpful hints" described in this section.

First, Organize!!

Remember, diversity is a strength not a problem, if you just see it as an opportunity for creative teaching and learning. Every student has something to offer and gain.

The key to this teaching and learning begins with thoughtful selection of members for each group. Letting students choose their group mates is sometimes a good idea but it does not guarantee heterogeneity. Teacher-selected groups, at least most of the time, will give students an opportunity to work with and appreciate students different from themselves. In an article about cooperative learning, Johnson, Johnson and Holubec (1984) suggest a good compromise between having students organize their own cooperative learning groups and teachers doing all the choosing. Each student identifies classmates they would most like to work with so teachers can organize groups with these preferences in mind. Still, organizing groups is complicated because there are so many potential differences to consider. Our first essential rule and its accompanying hints simplifies this issue:

RULE #1: Maximize variation across student characteristics along three general dimensions:

1. Behavioral Abilities
2. Communication Abilities
3. Performance Abilities.

The most critical idea here is balance — group students who are different from each other, then balance their differences. Consider differences like gender, age, cultural background, learning status, individual learning preferences and personalities as well as physical and intellectual abilities. Try to balance student abilities to communicate about the learning task and context, to do whatever the activity requires, and cooperate with each other throughout the learning activity.

By *Behavioral Abilities* we mean things like sitting and staying with the group, contributing to the organization and management of the group's work, paying attention to others as they participate, asking for help when it is needed, and interacting with all the others in the group about what is going on.

By *Communication Abilities* we include not just being able to talk, but being able to express yourself in any way, including some that might be a little unusual. For example, some students might use nonverbal ways of communicating their ideas like sign language or pointing to pictures, or using electronic communicators of various types. Communication abilities also refer to students' abilities to organize and present their thoughts effectively for others as well as their ability to listen and understand other group members' ideas and perspectives, however they might be communicated.

By *Performance Abilities* we are referring to the varying degrees of depth and mastery students bring to any learning situation. Some students may already be quite familiar with the content and tasks, using the particular lesson to refresh and maintain their ability and information or to expand upon a strength. Other students who are equally familiar with the content and tasks of the lesson might use the opportunity to expand and deepen their mastery by exploring related ideas, helping other students learn, or serving as a leader of the group's efforts. Other students may be just learning some of the basic concepts and skills, often requiring more teaching support and assistance during these early stages of learning acquisition. Still other students may be somewhat familiar with the content and tasks, but need more practice with the ideas to become really fluent with their use.

There may also be students participating in the activity to learn only some of the content and skills. Generally speaking, try to organize your mixed ability groups so that each student's strengths and weaknesses balance those of the others in the group. Let us illustrate this first essential rule by describing some mixed ability groups before offering our three hints.

The Woodworking I class at Bogart High School has 22 students, all different. Some are really clever with their hands and find working with wood tools easy and rewarding. Other students are just trying to fill out their schedule with something that doesn't require too much homework. A few want to acquire some basic household skills that might save them time and money. Some of the students are Hispanic or Vietnamese and struggle with unfamiliar English words and grammar. One student, Tom, has some physical and cognitive disabilities that make it difficult for him to use his hands easily, get around, or communicate quickly. He points to words and pictures on a board to communicate his basic ideas, preferences, and requests, but there are quite a few things that he simply doesn't completely understand.

Occasionally the teacher talks to the whole group about a new project or how to do some procedures or use some new tool. Most of the time, however, students work either on their own or in small groups of three or four on individual projects. Usually everyone is making the same project, but some students' efforts are more elaborate, while others are more basic. When students are supposed to work alone, one of the students volunteers to help Tom. Most of the time, however, Tom works alongside Juan and Rob. Juan has trouble speaking English and often struggles to read the project instructions and work with the necessary measurements; but he loves the feel of wood and seems to have a natural ability to work with tools. He enjoys helping Tom, often quickly smoothing out the result of Tom's less skillful attempts. Rob also appreciates Juan's natural skill, trading his own fluency with academics for Juan's near artistry with wood. Tom often becomes the group's assistant — getting out materials, making sure that everything is handy, passing the next item to Juan, and generally helping to keep the group working consistently and quickly.

One of the grade three teachers at Ridgeview Elementary, Ms. Patrick, is using a variety of activity-based curriculum approaches, including Whole Language and Writers' Workshop. The class also includes several students who are officially considered disabled. The three third grade classrooms have one full time and one part time classroom assistant that they share. Ms. Patrick always tries to schedule one of these assistants during the Writers Workshop lessons since there are so many different activities going on at once. The 24 students are organized into groups of four, each carefully organized by Ms. Patrick to balance students' strengths and weaknesses. This week each student will write, illustrate, and bind a book about their plans for the upcoming Spring holiday. Ralph, who uses a wheelchair, is grouped with two eager writers, Bonnie and Charlie. Sam, also a member of the group, doesn't like to write and has trouble expressing his ideas in complete sentences, but he is a fine artist. He will work with Ralph who doesn't read or write, but *does like to create stories and select pictures to illustrate them. Bonnie and Charlie help Sam and Ralph to make sure their stories are well-edited, and Sam expands Ralph's illustrations from various magazines into original artwork. Each finished book tells each student's own story as well as the story of the group's collaboration.*

Another group includes Ricky, a student who reads a little and likes to use computers, but who has a hard time working on one thing for more than a few minutes and can easily get upset and disruptive. Ms. Patrick has grouped Ricky with another enthusiastic student as well as two other students who are slower paced and more unflappable. In fact, whenever Ricky starts to get upset, they usually either ignore him or ask him to help them use the computer so they can type their own stories. Even so, Ms. Patrick tries to get to Ricky's group more often than Ralph's to make sure that Ricky is learning and not just staying calm.

HINT #1: Balance your teaching attention across the day and week.

You used to try to create groups of similar enough learners so that you could teach all of them at once. Each student, you assumed, was getting an "equal" amount of your teaching attention. If someone in the group was different enough to need some other kind of teaching assistance, others in the group had to wait, or the student had to wait until you had finished with the rest of the group. This sequential approach — trying to give everyone a fair share of you during each lesson — often resulted in quite a few members of the group having "down" time when they were not learning anything at all.

Groups of diverse learners, balanced to complement different performance, communication, and behavioral abilities means that some students in *any* group actually *need* less of your teaching attention for that lesson. Students who are practicing or maintaining previously acquired information and skills need less direct teaching than those who are working on mastering basic concepts and skills. From a teacher's point of view, diverse groups of learners always include some that need less teacher attention, and some that require more. "Low intensity learners" in one group, however, might be higher intensity learners in another group.

Instead of trying to balance your teaching attention evenly within each lesson, mixed ability groups allow you to balance your teaching attention for any particular student across the day and week. When they are not receiving your focused teaching attention, they might be learning from a peer, teaching a peer, practicing already learned skills, or exploring the topic more in depth by leading the group's activity.

Questions to ask yourself about how well you balance your attention across students:

1. Do I want to spend time paying some focused attention to every student across all curricular areas each week?
2. Could I describe at least every two weeks just how well any student is learning in all key areas?
3. Do those students I find "challenging" have some learning experiences each day they find very positive and successful?
4. Do those students I find quick and easy learners have some learning experiences each day they find challenging and rewarding?
5. Do all my students have the opportunity to learn from other adults, peers and students in this school and can I describe these opportunities?

HINT #2: Balance students' roles within the group.

In addition to maximizing the diversity of students' learning, behavioral, and communication abilities, it is helpful to organize groups in which students serve different roles. Try to organize groups so that the efforts of each member are perceived as needed by the group. Arrange for students who are less able, or perhaps who are less well liked because of various annoying habits and behaviors, to have some expertise that the group needs in order to accomplish its task. For example, you can arrange for students who might have significant disabilities to have essential materials or information, or to distribute or collect needed materials.

Mix enthusiastic with more suspicious learners. Make sure that every group has at least one student who can serve as a model of cooperation and consideration for others. Conversely, make sure that no group has more than one student who requires a lot of behavioral support and guidance. Similarly, try not to group several students with assertive personalities to avoid the pitfall of a group with several leaders and no followers! Grouping too many quiet, passive students may result in too little leadership, leaving another group rudderless and drifting. If the activity demands different kinds of abilities at different points, like good writers *and* good artists for writing and illustrating books created as part of Writers' Workshop, try to organize groups where different students can contribute their special competence to the rest of the group while also benefiting from others' unique abilities.

Try to make sure that groups including students who require more physical assistance include at least one other student who enjoys helping. Groups that include students who use lots of special "devices" whether to communicate, write, or sit properly, should also include other students who are fascinated enough by these special tools to wait while students use them instead of speaking or moving for them.

Questions to ask yourself about balance in student roles:

1. Is there a good mix of leaders and followers?
2. Is there someone who will serve as a good model for cooperation, interest, and behavior?
3. Are there group members with special talent for some of the important parts of this activity?
4. Is there someone to support or assist others who need it?
5. Is there a good mix of working pace among the students so that the group works neither too fast nor too slow for any one student?

HINT #3: Balance teaching formats, locations and materials.

Working with mixed ability groups offers many more opportunities for creativity in your teaching. You might begin using different locations for learning: other parts of the school, the community, businesses and community services, other teachers' classrooms, and so on. Teaching formats and materials offer almost as much range from group investigations using photo albums and memorabilia brought from home to computer and video technology.

It is important to remember, however, that you should also balance your choices of teaching formats, locations and materials for any particular group session. Try to make sure that your choices are compatible. Making students run back and forth from the classroom to the library several times within a single session might waste teaching time. Having some students in a group engaged in a problem-solving discussion while others in the same group are trying to work individually in preparation for compiling their efforts may be distracting and unwieldy, slowing everyone's learning. Working with modeling clay and paints when other members in the group are trying to carefully write final copy for their books may create more mistakes than necessary.

You can probably think of a lot more examples. The balance point here is to try to make sure that even when students have different roles in a group, are working on mastering the tasks in different ways, and perhaps even working on very different learning objectives that there is still some commonality in the learning formats, materials, and locations that the group is using.

RULE #1 In Sum

The first essential rule for teaching diverse groups of learners is to maximize, not minimize their diversity. Making diversity a strength instead of a problem offers many more opportunities for planning creative and effective teaching — the focus of essential rule number two.

THEN, PLAN!!

Organizing well-balanced and diverse groups of learners is only the first step in really effective mixed-ability group teaching. You also have to plan carefully how students will use the group time to learn well and efficiently. Fortunately, the days of individual worksheets and reports, group drill, and recitation of memorized facts are gradually disappearing. Teaching and learning look and sound different in classrooms that are using cooperative and transactional approaches to make sure every student not only learns things that make sense to them, but are able to use that learning in the lives they pursue outside of school.

REINVENTING TEACHING AND LEARNING

Two important things seem to characterize these emerging approaches to teaching and learning.

MESSINESS. Lessons and classrooms look and sound messier. Students are talking and doing things together in groups of all different sizes. Desks, chairs and materials are organized to aide the students' work, not the cleaning of floors, and things seem to move around in the course of the day, or even a single lesson. The effect is productive disorder. People seem to move around more and change their minds about what to do next as learning takes new and unexpected turns. Teachers are everywhere, not just at the front of the room. Sometimes you can't even tell if there *is* a front of the room.

SHARED RESPONSIBILITY. Second, students take more responsibility; not just for deciding what to learn, but how it is learned as well. Teachers negotiate with students, both individually and in groups, about the work they are doing, the quality that must be achieved, and the time frames within which work is completed. Students take on responsibility not just for their own learning, but for that of classmates as well. One important aspect of cooperative learning is that students must share responsibility for each others' learning, nurturing each others' strengths and accommodating their weaknesses. Teaching and learning are increasingly alive, sometimes unpredictable, and almost always more fun for everybody. Students sometimes learn different things, but still things that matter to them. At the same time they are acquiring habits of caring, imagining, thinking, understanding, empathizing, being humble and enjoying their learning work. In short, they become responsible members of the social group.

Despite its messiness, teaching and learning that achieves both competence and social responsibility works best when carefully planned. Rule #2 summarizes the focus of this planning.

RULE #2: MAXIMIZE POSITIVE INTERDEPENDENCE.

Good planning results in positive interdependence when students develop relationships with each other, learn to depend upon and respect each other, and figure out how to negotiate and resolve differences that arise. Interdependence is about cooperation, community and consensus. Your planning can aide or hinder achievement of this kind of cohesive working climate. Plan the lesson so that all members of the group are perceived by each other as needed. Arrange for students who are less able, or perhaps who are less well liked because of various annoying behaviors, to have some expertise that the group needs in order to accomplish its task. Think about the different kinds of learning offered by the way grade five students at Cagney Elementary produced the school newsletter last year and this year.

> Last year the three fifth grade classrooms rotated responsibility for newsletter production. Newsletters always went home with students on Fridays, so on Thursdays, the fifth grade students would come, sometimes alone, sometimes in pairs at different times during the day. Each student would xerox enough copies for one classroom, collate, staple, label with the classroom teacher's name, and place on the cart for later distribution. In this way, most of the students in each class got to help with the newsletter on the week of their turn. Students' favorite part of the task was delivering the newsletters on Friday mornings. The teachers usually saved this task for those students who had been best behaved or completed the best work during the weeks since their last turn, although each teacher had different ways of making the final choices. Usually 2 or 3 students would win the opportunity to push the cart to each classroom, delivering the appropriate bundle.
>
> This year the three fifth grade teachers are trying to make the task a more cooperative learning activity for all the students. Six production and two delivery groups are organized each week. The groups are organized from among all the students in the three classrooms according to the teachers' assessment of each student's learning status with regard to all the different tasks involved. They have identified the obvious tasks of xeroxing, collating, stapling, bundling, and delivering; as well as some additional tasks like group manager, equipment manager, and quality control manager. For some groups the teachers assign students to different roles. In others, the group must decide how

> **the roles are shared so that they can complete the newsletters for 2 of the 12 Cagney Elementary classrooms. In this way they are able to tailor the learning in different groups. Peter, for example, can sometimes be bossy and impatient with his classmates. The teachers often put him in charge of checking the work of the group that includes Fred who needs some supportive devices to help him accurately collate the pages because of his physical disabilities. Peter becomes not just the quality control manager, but also Peter's support person. In this way, he learns how to be patient while helping others correct mistakes. He also learns more completely about others' performance abilities.**

We have three hints for helping you plan teaching and learning that fosters this kind of positive interdependence.

HINT #1: Plan teaching content that is related and that everyone in the group values.

It should be increasingly clear that one of the best advantages to mixed ability group teaching and learning is that all the students in the group do not have to be learning the same things at the same time:

> **Fred is learning to improve his fine motor control in the context of doing the collating part of the newsletter production tasks. Alma is also collating and stapling both her newsletters and Fred's as well. Fred's collated papers waiting to be stapled, encourage Alma to work just a little faster than her usually too slow pace. Peter is learning some social lessons about humility, tact, and communication as he gently tries to make sure that Fred gets the pages really even and Alma doesn't staple the wrong side. At the same time, Peter really likes to be "in charge" in this way and wants others to appreciate his leadership. Max is fascinated by machines and long ago mastered the xerox machines at Cagney. He works so fast that he will finish the xeroxing long before Fred and Alma finish the collating and stapling. When he does finish he will help Peter label the groups of newsletters by writing the teachers' name on a card slipped under the rubber band. His writing is as rushed as his xeroxing is quick, giving Peter one more quality control task to check and correct when legibility is questionable.**

In this example all the students are working on slightly different learning objectives, each related to newsletter production, but also uniquely planned to be understood and valued by each student. Some students are learning discrete parts of the task at hand like fine motor control or collating. Others are learning at a different level of mastery and depth about the coordination of groups to complete tasks to a high standard of quality.

Questions to ask yourself about planning related and valued teaching content:

1. Are individual students' learning tasks related or complementary?
2. Do students' individual learning tasks take compatible amounts of time to complete, both in general and with regard to the student's work pace?
3. Is the place available for the lesson a reasonably natural setting given the activity and tasks?
4. Are the materials and logistics for using them related and compatible?

HINT #2: Balance student and teacher interactions within the lesson by "scripting" the flow so that what one student does is a reminder for another student to do something.

Each member of a group you are teaching can require some planning for. Some will need your brief encouragement, others your quick feedback and correction, others your praise. Even though your teaching attention may be focused on one or two members of each group, your praise, encouragement, support and feedback to others ensures everyone's active participation.

Keep in mind as well that more cooperative group learning also allows some of this balance to be achieved by students' interactions with each other as well as with you. When your attention is focused on the students targeted by you for more intense teaching, other members of the group can provide praise, encouragement, support and feedback to each other, achieving everyone's active participation and more time for you to focus your efforts. Assigning cooperative group roles is one technique that some teachers find naturally encourages this kind of balance between student and teacher interactions for all members of the group. It can also teach students to work with all group members and to learn about themselves as they learn about other students. One way to teach collaborative skills to a student who has trouble listening or who sometimes disrupts the group is to have that student observe and collect data on other students' turn-taking. Another strategy would be to have the student assume the role of "encourager" with the assignment of praising others' listening and cooperation.

So, try to picture in your mind the sequence of events, how each student participates, how you interact with students and how they interact with each other.

Questions to ask yourself about balance in teacher/student and student/student interactions:

1. Does each student interact with all the other members of the group for a variety of reasons and at a variety of times during the lesson or activity?
2. Do you interact with every student in the groups you are focusing on even if in different ways?
3. Do you find a way to be "in touch with" even those groups you are not focusing upon sometime during the lesson or activity?
4. Are all the students in each group engaged for the entire lesson or activity or do some students experience "dead time"?

HINT #3: Arrange positioning, tasks and materials to encourage group cooperation and problem-solving.

This hint is related to the third hint we mentioned for rule one. If groups are organized so that teaching formats, locations and materials are balanced and compatible, then you are free to creatively plan the use of those materials and the sequence of tasks to directly foster interdependence among group members.

The first point is obvious, but important. Make sure students are physically close to each other. Facing each other across a table or sitting in a small close circle of chairs fosters more interaction and cooperation than when desks are spread out. Be creative about how students organize themselves for work. Sitting on the floor in a corner, huddling around one student's chair instead of separate desks, lying on the floor with heads together are all possible ways of being physically close enough to really work together.

How you choose to organize materials and tasks can also directly foster group cooperation and problem-solving. Making just one set of materials for each group forces them to share, just like creating a single group product forces students to collaborate and problem-solve. Sometimes different students have different parts of the set of needed materials or information resources requiring the group to figure out how to use each other to complete the task. Having each group test only two of the ten bases in the laboratory experiment we described earlier is one example. Organizing the newsletter production task so that each student's work was necessary to completion of the entire task is another example.

Questions to ask yourself about the arrangement of students, tasks, and materials:

1. Do students have everything they need easily at hand?
2. Does the group waste time moving about unnecessarily to complete tasks or get needed materials?
3. Do group members manage tasks and materials cooperatively and actively problem-solve difficulties or conflicts?
4. Do groups work efficiently and productively?

RULE #2 In Sum

Maximizing positive interdependence is about helping students build the relationships and shared experiences with each other that will result in a sense of community and shared learning. Membership in these communities of learning will support students outside and after schooling as they try to become participating, contributory members of the broader community.

FINALLY, TEACH!!

Once you have organized your groups to maximize diversity, organized tasks and materials so they are compatible, and planned the flow of the group lesson to maximize students' interdependence, it is time to teach! Of course, you will not be present in every group. Still, your careful planning will have targeted certain groups for your focused teaching attention while others receive your more intermittent, but equally important, support and feedback. Our third rule focuses on the point of all your organizing, planning, and movement among groups and offers three hints for achieving this point.

RULE #3: MAXIMIZE STUDENT LEARNING BY USING EFFECTIVE TEACHING STRATEGIES.

Like we said earlier, we assume that you are a good teacher. If you haven't refreshed your ideas about teaching and learning in awhile, we have included a list of resources in Appendix 2 that might help you renew your vision and practice. Pick one of the selections for a look. Even good teachers sometimes need some validation of their thinking about teaching and learning. We encourage you to take some time to confirm and expand your reflections about this most critical aspect of your work.

> *Remember that your role as a teacher is to watch what a student is doing, to figure out why they are doing it that way, and then to give them exactly the right kind and amount of information so that they can do what you are teaching them to do without you.*

Learning is not only about the right answer or doing something the right way. More than having right answers, learning for any student involves knowing what the learning means and how it fits in their experiences, both inside and outside of school. Students must be able to make sense of what is being taught if they are going to ever really use it.

We offer three hints to guide your ongoing reflection and improvement of your teaching.

HINT # 1: Support individual learning by giving giving help and feedback based on students' performance.

Two of the most important components of good teaching are giving students help and giving students feedback. Knowing how to help students first requires both you and the student to be clear about what you want them to do. Help also involves knowing just how much and what kind of assistance to give a student before a task so that they not only know what to do but are likely to do it well. The best kind of help you can give is help that allows students to discover for themselves the best way they can do the task well. Just telling students what to do, or one way to do something, is often not really helpful at all. Figuring out what kind of help to give a student requires moment-to-moment decisions. Sometimes you tell them what to notice that might give them clues about what to do, sometimes it is more helpful to point, nod, use a facial expression or other gesture. Other times it helps to show a student something, or even physically help them the first time they try a task.

Whatever combinations of help you end up providing, it is useful to remember that what you do is helpful to any particular student's learning if they end up performing well and know why they were successful. The focus of good teaching help is always on both what the student is doing and what the student is thinking.

If your teaching assistance is successful, most of your feedback will likely be praise. Good teaching involves noting and rewarding both individual and group achievements. Praising correct responses and bringing individual achievements to the attention of other group members is one aspect of positive and supportive feedback. You can also encourage students' support of each other. Often peer feedback is a more powerful way to motivate and achieve learning.

Sometimes, your feedback will need to be corrective in nature. Even well-designed help doesn't always eliminate student mistakes. Good corrective feedback focuses not so much on getting a student to stop doing something wrong as trying to help the student understand their mistakes so that they can avoid them in the future. Before you can give good corrective feedback you must first analyze students' mistakes so that you and they can better anticipate them in future situations. Different kinds of mistakes require different kinds of anticipatory help, so make sure that you accurately understand the kind of mistakes being made. The best kind of corrective feedback soon becomes teaching help offered before the student's next attempt.

Chris is having a hard time understanding the difference between the numbers 6 and 9. You realize that the relevant things Chris needs to pay attention to are the placement of the loops on those numbers; the number 6 has a loop on the bottom, while the loop on the number 9 is on the top. You highlight the placement of those relevant features by drawing the loops in slightly darker ink, or darkening the line just above or below the loop. You would not make one of the numbers bigger than the other because size is not the relevant feature he needs to pay attention to. You then point out those relevant features by showing them to Chris saying, "The number 6 has a loop on the bottom. The number 9 has a loop on the top. Where is the loop on number 9? Right. It's on the top." When Chris responds correctly you enthusiastically pat him on the back and tell him what a good job he did.

Anne's job in the school office is to put memos and messages into the teachers' boxes. One of the patterns of mistakes she makes is that she can't seem to pick up just one piece of paper from the stack. You see that this is a manipulation error and know that there are two things you can do: change the demands of the task, or add an adaptive device that helps Anne do the job. You choose the latter, and buy her a rubber finger that will help her pick up just one piece of paper at a time. Sure enough, it works!

Providing this kind of individual help and feedback is critical, but unless the groups have been organized to be maximally diverse and you have been teaching students to support each others' learning, it can be challenging to manage. Consider another example.

All 24 in Leah Macon's class are organized into mixed ability groups of five students. She and the students change these groups every few weeks, but she keeps careful track of students' preferences for working with each other to make sure that groups stay "mixed-up." Leah has just started a unit on history by having students read some old accounts of life in their country. The assignment is for each student to make up a story about themselves and their family as if they were living in the past.

One of the groups includes Stefan, who has a good deal of difficulty writing and spelling, but is a master storyteller. Jevon often takes the role of helping Stefan when he has difficulty, but today is troubled by not having any good storyideas for his own story. Linda and Shawna decide to make up stories about their families traveling to visit distant datives by horse and wagon. Nancy is a little bored by the whole task and raises her hand to ask Leah for ideas.

As Leah approaches the table, Stefan is telling a gripping story about a hunter stalking his prey when he comes upon small mountain trolls and fairies that try to trick him into a cave. Jevon is completely distracted by Stefan's account and begins asking questions. Leah quickly takes in the scene and suggests that Jevon and Nancy take notes on the main points of Stefan's story on story map outlines and then take turns telling stories that the others record.

After Stefan's example, Jevon gets inspired as a storyteller and creates a story about the children in his family building a fort along the river near their farm. By the time these two stories have been told, Nancy finally gets an idea and tells her story for recording by the other two.

Once the group completed three basic story maps, each student filled in the points with narrative, checking with each other about things the main point recorders left out. Jevon helps Stefan make sure that all the points of his story are included, correcting his spelling, and suggesting wording when Stefan needs help. Linda offers to read Jevon's draft and finds a couple of points he forgot to include. Meanwhile Linda and Shawna have helped each other complete two family travelogues.

Questions to ask yourself about students' individual learning experiences:

1. Do students receive help from each other as well as from you?

2. Does any individual student seem to be acquiring new skills and information unusually slowly, perhaps because s/he is getting too much of the wrong kind of help?

3. Are any of the students beginning to depend upon some kind of help before they even try some parts of some tasks?

4. Do all the students receive whatever help they need to "get it mostly right" in ways that are not very noticeable or intrusive to the group?

5. What kinds of mistakes are students making and why?

6. What can be different about student feed-back or help that will minimize students' mistakes?

7. Do students feel supported and rewarded when they perform well?

HINT #2 Keep the group focused and together by clarifying expectations and "checking in" on their behavior.

Even though you may only be targeting one or two groups (or even no groups!) for your focused teaching attention, as orchestrator of the groups' activities, you must make sure that groups stay on task, work on the task at hand, and finish within established timelines. Group work is messier and noisier, but it still must occur within the reasonable parameters of *productive* noise and disorder.

Many students in schools right now need to *systematically* learn how to be good group members. Much of their schooling may have previously emphasized largely independent work. Learning to wait for a turn, not interrupt others, share materials and ideas, stay with the group, ask for help, support other group members' learning, pay attention when a classmate needs more time to work out their part of the activity, and all the other kinds of group engagement skills so much a part of effective group learning may be new and unfamiliar. Some teachers find that it can take weeks or even months for a class of students to learn how to work well in groups. Two strategies that help this process are: (1) making sure you lead group openings and closures, and (2) checking on behavior.

OPENINGS AND CLOSURES. Most teachers set group tasks by explaining things to the whole group or groups. Try to make sure that these openings also include a review of group work rules. Some teachers even use the first activities of groups to create the rules that will be needed for truly effective groups of learners! Even though students within a group might be learning quite different things, this review of common group process can remind students about the cohesive and collaborative nature of effective learning groups.

Similarly, it is always wise to end groups together. Some teachers routinely have group reports to accomplish closure. Often the content of these reports is the groups' tasks, but it could just as often include reports on some aspects of group management, such as how the group felt everyone contributed, or which members seemed to be especially deserving of praise for their work.

BEHAVIOR CHECKING. Having reminded students of your rules for effective collaboration, you can then manage the ongoing work of the groups by "checking in" on students' behavior and using good examples to "check" the less desireable performance of others. Most teachers are masterful users of behavior checks. The piercing look to the student who is starting to talk to a classmate instead of listen to the student reading his theme is an example. Another strategy is the praising of one student's behavior as a "check" on his neighbor's quite dissimilar behavior.

These strategies for coaxing good behavior from students are just as effective in small learning groups as when working with a whole class. If you have reviewed working rules as part of your opening then they can become the substance of your ongoing behavior checks.

Questions to ask yourself about how groups are functioning as groups:

1. Are all the groups working productively and efficiently?
2. Are students helping each other instead of waiting for you?
3. Are students figuring out how to enrich and expand their learning without your guidance at least some of the time?
4. Do students' work outcomes and products sometimes surprise you?
5. Do students figure out how to incorporate even those students who are less motivated, have some learning limitations, or who pose other challenges to the group's work and climate without your help?
6. Do students make suggestions for further learning experiences and tasks uninvited?

HINT #3: Collect student performance information that helps you make decisions about what to change.

If students learn what you are are attempting to teach them, then they go on to learn more things. If they do not, you must change your plan for their learning. Successful teaching and learning don't happen for all students unless teachers have all the information they need about each student.

We have found that many teachers struggle with how much and what kind of student performance data to collect.

There are two important points to remember about collecting student performance information. First, collect only that information that you need in order to make the changes in students' learning experiences that assure effective and timely progress. Second, be as creative as possible about how you collect the information. The next section explores issues and ideas for ongoing recording and reporting of student performance information for everyone in your class, but with a special focus on students who currently require IEPs.

Questions to ask yourself about collecting student performance information and changing your teaching:

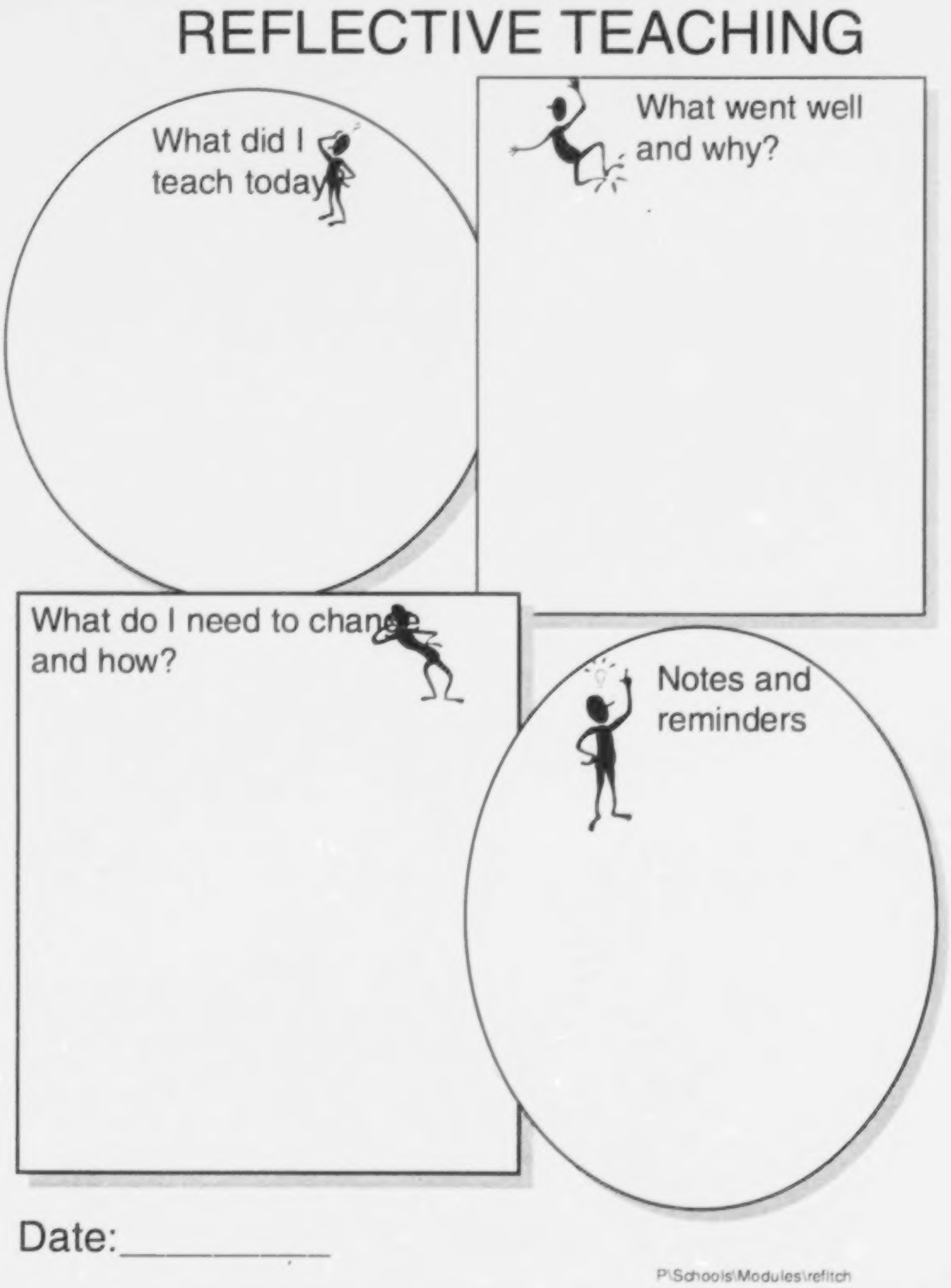
1. What information do I need to convince me that each student is learning?
2. Can I get this information in some simple non-intrusive way?
3. Can the students themselves collect this information for me?
4. Am I reviewing information about student learning daily? Weekly? Often enough so that students' learning is not slowing down and they are not practicing mistakes or learning misrules?
5. Am I making changes in my teaching and in students' learning experiences that give better student performance results?

ONE LAST THING. . . MAKE THAT TWO LAST THINGS.

We've included two last things to help you think divergently about your efforts. The first is a bookmark that lists questions you can ask yourself any number of times during the day about your teaching generally or about a particular lesson or activity. The second item is a journal page that you could use every day to begin the ongoing process of reflecting, in writing, about your teaching.

RULE #3 In Sum

As important and valuable as mixed-ability group teaching can be, its success must be measured in terms of growth in individual student competence. Good teaching of individual students and same-ability groups is the standard of teaching that works best for mixed-ability groups as well.



REFLECTIVE TEACHING

What did I teach today

What went well and why?

What do I need to change and how?

Notes and reminders

Date:__________

P\Schools\Modules\refltch

Figure 8: Sample of a Reflective Journal Page

Ongoing Recording & Reporting

We've chosen to emphasize collecting student performance information to help you make curriculum and teaching decisions (our Rule #3 for teaching mixed-ability groups). Of course, there are other reasons for collecting this information. We've emphasized curriculum and teaching decisions, though, because all too often these areas are overshadowed by others, especially by external demands for program accountability.

This section begins with a framework for thinking about student assessment **OF** learning and offers a planning guide to help you organize a classroom-based system that, first and foremost, meets **your** needs for information. The last part of this section describes a strategy for more in-depth recording of information for those few students who might require a level of detail for at least some parts of their learning, that other students don't require. We have developed this strategy to meet the requirements of the IEP, though in a somewhat novel way.

GETTING A GRIP ON STUDENT ASSESSMENT

Figuring out what students know and can do is a topic of great complexity and controversy. When our schools focused primarily on teaching facts and skills, figuring out what students knew seemed a bit more straightforward. We are all familiar with the ever present achievement test — a reasonably efficient and inexpensive way of finding out what large numbers of students remember (at least for the moment). As our focus has shifted from content-focused instruction to a growing interest in how children and youth use their knowledge in their lives, the usefulness of the traditional achievement test has diminished. Educators now discuss and debate ways to assess student performance in novel situations. We are interested in finding out what students know and can do with what we have taught them rather than how they answer standardized test questions that may have little relevance to what they have learned.

Finally, educators are interested in students acquiring a better understanding of their own learning so that they might continue to pursue their education long after formal schooling ends.

All of the discussions about assessment, testing, achievement, standards and effective schools together represent a large literature. Teachers are experimenting with scoring guides, portfolios, curriculum-based measurement systems, goal setting, and more in an effort to develop increasingly "authentic" approaches to figuring out and communicating what their students know and can do as a result of schooling. But while we are getting more and more confident that we can design curriculum and learning activities that incorporate a wide range of student diversity, we are much less clear about how these various innovations for documenting student learning and performance can be used with all of our students. We've included a couple of sources for additional information in Appendix 2. We encourage you to investigate some of this literature furthert.

On this page and the next, we offer the framework for a complete system to document student learning.

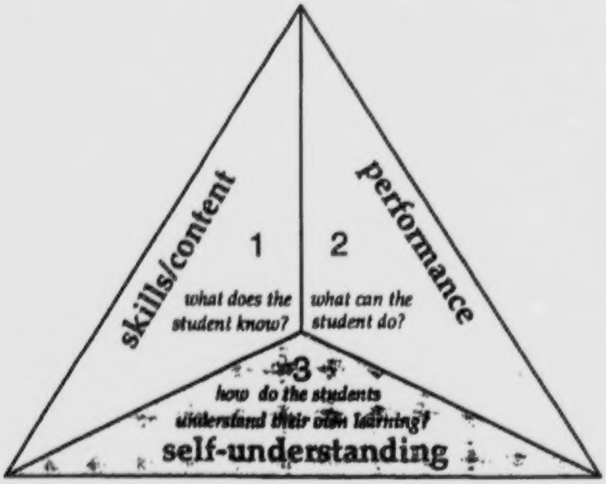
THREE DIMENSIONS

We believe that classroom-based, individually-tailored student assessment systems need to help you collect three kinds of information on every student. We might call these kinds of information "assessment OF student learning."

Dimension 1 is the most traditional and familiar. You need to know what your students *know* in terms of skills and facts.

Dimension 2 requires you to figure out how each student uses those skills and facts in real situations both inside and outside of school.

Dimension 3 is really the link between one and two. The process of helping students use their learning in their own lives requires that they develop a measure of self-understanding about how they learn well, what they need to help them learn well, and what to do when learning seems hard or confusing


skills/content
1
what does the student know?
performance
2
what can the student do?
3
how do the students understand their own learning?
self-understanding

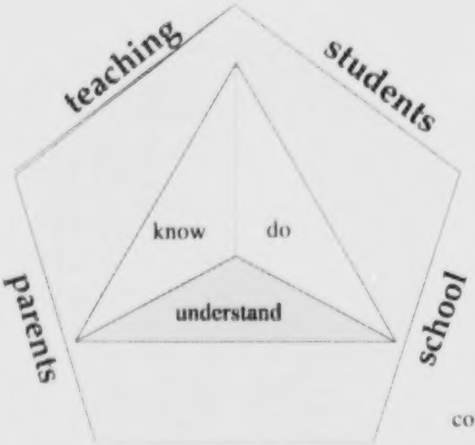
FIVE USERS

These three kinds of information about student learning are used in five different ways by various school stakeholders. These interested parties include: the teacher, the student, the student's parents, the school, the district, the state education agency and the legislature. In many cases, it is the district/state/ legislature which ask for systematically generated and summarized information about the learning of all students.

The tricky part for teachers is that each of these stakeholders needs slightly different information about student learning to meet their purposes. Your challenge is to develop a system for your own classroom or teacher team that collects information about what students know, do and understand in ways that can also meet the needs of all five users.

Teaching
student supports
learning styles, etc.
error patterns

Students
expectations
accomplishments
strategies


teaching
students
know
do
understand
parents
school

Parents
growth in general
growth in particular
attitudes about learning

School
coherence across age
coherence within age
common elements across classrooms

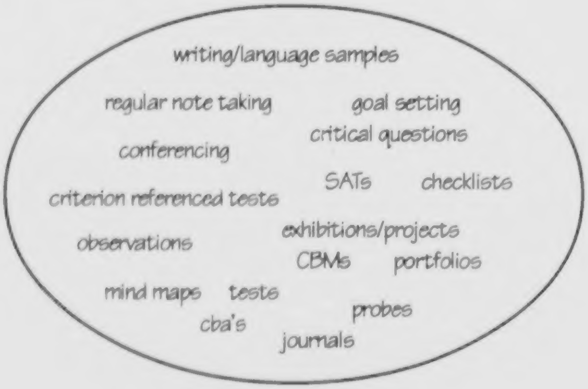
district/state

District/State Summaries of:
skills/content
performance
student and parent satisfactions

HOW DO WE GET THESE THREE KINDS OF INFORMATION?

We'll have some suggestions in a minute, but first it might help to review the different kinds of student assessment strategies that have become common practice. Teachers are experimenting with lots of new strategies and a few old ones. What makes it confusing is that different teachers, school districts, and states, often mean different things by the same words they use.

A good first step for you and your colleagues is to review the definitions we've provided on the next page and agree on how you understand each of these assessment strategies. Our definitions can be elaborated to reflect your collective meaning and use. The point is to develop a *common language* with your colleagues.


writing/language samples
regular note taking
goal setting
critical questions
conferencing
SATs
checklists
criterion referenced tests
exhibitions/projects
observations
CBMs
portfolios
mind maps
tests
probes
cba's
journals

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STUDENT ASSESSMENT DEFINITIONS

OBSERVATIONS have to do with looking and noticing things (i.e., doing assessment by generating information) for later evaluation and use. Observations can be formal or informal. They are informal if what you notice draws your attention. They are formal if your attention is directed to notice certain things by an observation guide or form. Observations can be documented or undocumented depending on whether anything is written down.

REGULAR NOTE-TAKING, or completion of an observation form are the most common ways of documenting observations. Both these strategies are the most flexible and generic assessment strategies since the content, frequency, and level of depth can vary considerably depending on the need.

EXHIBITIONS/PROJECTS can be written, presented, or both. They are extended exercises that ask students to generate (or elaborate) problems, come up with solutions, and then demonstrate their findings or results. They are designed to allow a student to use the knowledge content and skills they have acquired by applying them to real situations in an integrated way. Exhibitions and Projects also typically require the student to self-assess the essentials of the performance/product according to previously agreed-upon expectations or standards.

SCORING GUIDES OR "RUBRICS" are common strategies for setting performance expectations for exhibitions and projects. Some scoring guides are created together by teachers and groups of students. Some are agreed upon between an individual student and the teacher. Still others are established by educators at various levels, from school-based teams, to district developers of learning expectations, to state or federal guidelines. Scoring guides can anchor each score, only endpoint scores, or endpoint and middle scores with precise descriptions or definitions.

CRITERION-REFERENCED TESTS evaluate a person's skills in terms of a predetermined level of mastery in an objective way. They can either describe complete activities or component skills of academic, functional, or physical tasks and frequently are published as a sequenced list.

PORTFOLIOS are long term records of a student's performances. They can include: (1) permanent products of various sorts, (2) student self-assessments of their performances, (3) others' assessments of the student's performances (e.g., the teacher, peers, external scoring panels), or (4) all of the above. Portfolio contents can vary over time. Students can include and remove items at various points in time, or summarize a set of performances into a single poster or page. Portfolio items can reflect only exemplary performances or they can reflect comparisons between performances at different points in time to illustrate change.

WRITING/ LANGUAGE SAMPLE refers to a strategy of collecting examples of student writing and/or language that are then analyzed for relevant components, skills, or other parameters. Thus, language samples can be analyzed for vocabulary, grammar and syntax as well as length of utterance — all measures of language skill acquisition. Similarly, writing samples can be analyzed for content, organization, structure, and voice and scored according to developmental or other criterion-referenced expectations or standards.

CONFERENCING is, of course, a generic strategy. In this context, however, there are two specific ways it can be used. The first is individual student/teacher conferences which can assist and facilitate student self-reflection. Teachers might share other assessment information during conferences, assist students to evaluate/judge the available assessment information and plan new teaching targets to aspire toward. The second are student-led parent/teacher conferences which serve as a performance context for students to demonstrate what they know and understand about their own learning.

cba (curriculum-based assessment) is a conceptual approach to assessment OF student learning, but NOT a separate strategy. The approach can, however, be applied using several other classroom-based strategies for documenting student accomplishments in the acquisition of skills and content knowledge. The basic logic in cba is to check (by testing, questioning, or probing) to see if students are actually learning what you are teaching.

"PROBES" is used in this context as both a verb and a noun. The verb refers to intermittently checking on students' mastery of content knowledge and skills. The frequency can vary from daily to weekly, monthly, or quarterly in most situations, though it may vary across students or content areas. That is, for some students, weekly probes, monthly or even quarterly probing generates adequate information. The noun usually refers to the content and format of the quick check. Probes can be developed for various content areas (reading, math, spelling) and be either written or oral.

CRITICAL QUESTIONS are a quick check strategy. Either verbally or in brief written formats, teachers ask questions about the key ideas they are teaching. Critical questions generate immediate information about students' mastery of these key ideas, permitting quick adjustments in both group and individual teaching plans. Some teachers use critical questioning very frequently as a central part of their ongoing teaching. Others use critical questioning more infrequently so they function more as probes.

TESTS are certainly the most familiar and long used strategy for checking to see if students are getting what you are teaching. They also take many forms, from essay to short answer to the ever popular multiple choice. True/False is probably fading in popularity. Tests typically focus on skills and content facts. It is possible to create application questions, but these are somewhat less typical. Tests can be "take home", timed, or time-limited. They are often scored by the teacher, but sometimes by the test-taker or by a peer. They are usually criterion-referenced (i.e., there is some arbitrary criterion set for determining testing success).

CHECKLISTS are agreed upon lists of skills. Usually, such lists are created from either a developmental or grade/age level perspective, or some combination. Typically, checklists are meant to be completed by teachers over a short span of time. Checklists usually involve some focused observation (noticing and checking off if the student demonstrates the skill) or some constructed activities where the student can demonstrate the skill.

CBMs are prepackaged tests (used to test set chunks of content) or probes (used intermittently on teachers' own schedules) to check students' mastery of a published curriculum that a teacher is using as prescribed. These tests/probes follow the essential cba logic of actually assessing students about what they are being taught, if, and only if, teachers are using the matching curriculum upon which the tests/probes are based, pretty much as they were designed. CBMs can also be based on developmental skills lists that are embedded within a particular curriculum.

SATs (Stanford Achievement Tests) are an example of standardized, norm and criterion-referenced tests which sample single or multiple skills. The SAT is for grades 1-12, but commonly administered at grade intervals of 3, 5, 8, and 10, usually in the same week throughout a district.

MIND MAPS are a nonlinear device for presenting or recording information. They are most frequently used for note taking or other journaling or recording. However, they can also be used to summarize and depict learning accomplishments either by a student doing self-assessment, or by a teacher or parent doing student assessment.

JOURNALS can be used by students to have an open-ended reflective conversation with their teacher. They can also be used by teachers to have an open-ended reflective conversation with themselves or a mentor. These conversations can be global, specific, structured by questions or frameworks, or completely open-ended. They can even be all of these over time.

GOAL SETTING is a way for teachers to assist students to direct their own learning. The process involves providing students with information about their achievements — usually other assessment information generated through performance, skills/content, and/or other self-assessment strategies. Students use this assessment information to establish both target accomplishments/goals AND evidences that will document accomplishment of their goals. Some teachers have students continuously summarize their goals and accomplishment evidence using journals, graphs, charts, or other graphical or narrative strategies.

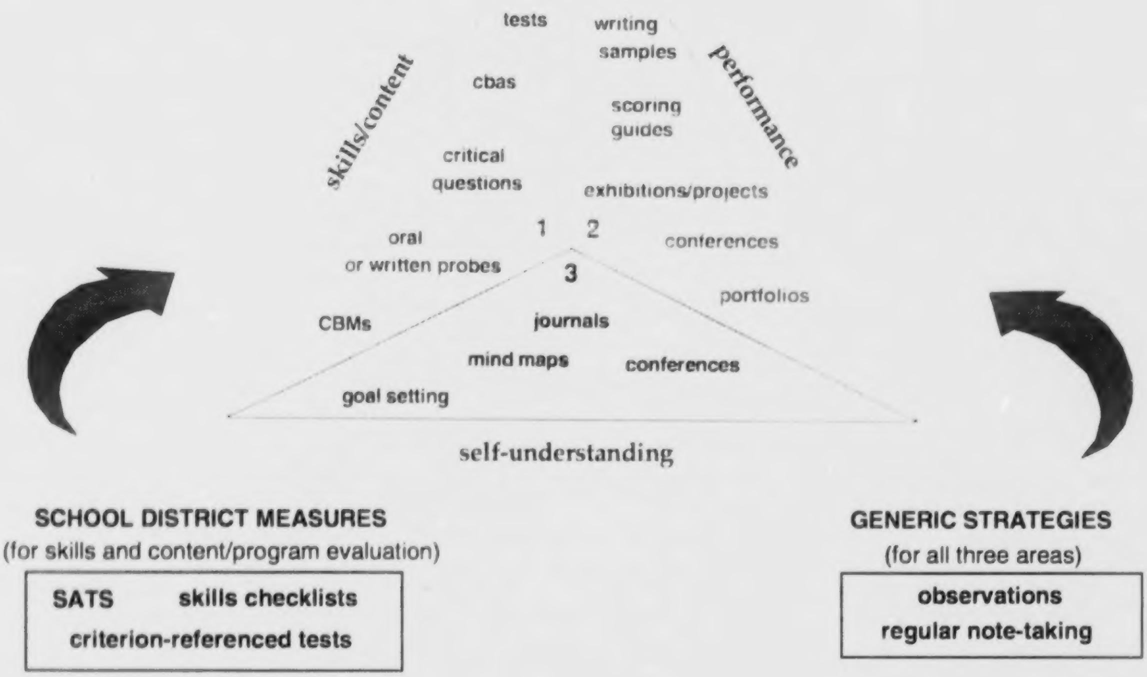
WAIT. YOU MEAN I CAN'T USE THE SAME THING FOR EVERY STUDENT???

Right. It's likely that you will be able to use some approaches – like portfolios or student conferences, or student goal setting – for every student.

It's also likely that there will be small groups of students that cluster in some way into either mixed-ability or same-ability groups for whom the same strategy will work. There may be a very few students, however, who for some part of their learning need some additional documentation. We have developed the ***Individually Tailored Education Report (ITER)*** as an additional strategy.

BUT I DON'T HAVE TIME TO USE ALL THOSE ASSESSMENT STRATEGIES !!

Of course you don't! If you tried you wouldn't have much time left for teaching. But we think the strategies cluster according to the three dimensions we talked about earlier, with the addition of two generic strategies that could potentially be used for any of the dimensions. Thus, you can select those strategies in each area that either you prefer or that seem to work better for your students. You can also use the measures required by your school district for program evaluation.


tests
writing samples
skills/content
performance
cbas
scoring guides
critical questions
exhibitions/projects
1
2
oral or written probes
conferences
3
portfolios
CBMs
journals
mind maps
conferences
goal setting
self-understanding
SCHOOL DISTRICT MEASURES
(for skills and content/program evaluation)
SATS
skills checklists
criterion-referenced tests
GENERIC STRATEGIES
(for all three areas)
observations
regular note-taking

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THE INDIVIDUALLY TAILORED EDUCATION REPORT (ITER)

(FIGURE 8)

Remember the few students that emerged as a result of your long term curriculum planning and efforts to brainstorm more detailed teaching plans? The ones who required your more frequent and focused curricular decisions? Some of these students might also be officially designated as "eligible for special education" and require an IEP. The ITER helps meet this official policy while helping you to keep track of your decisions.

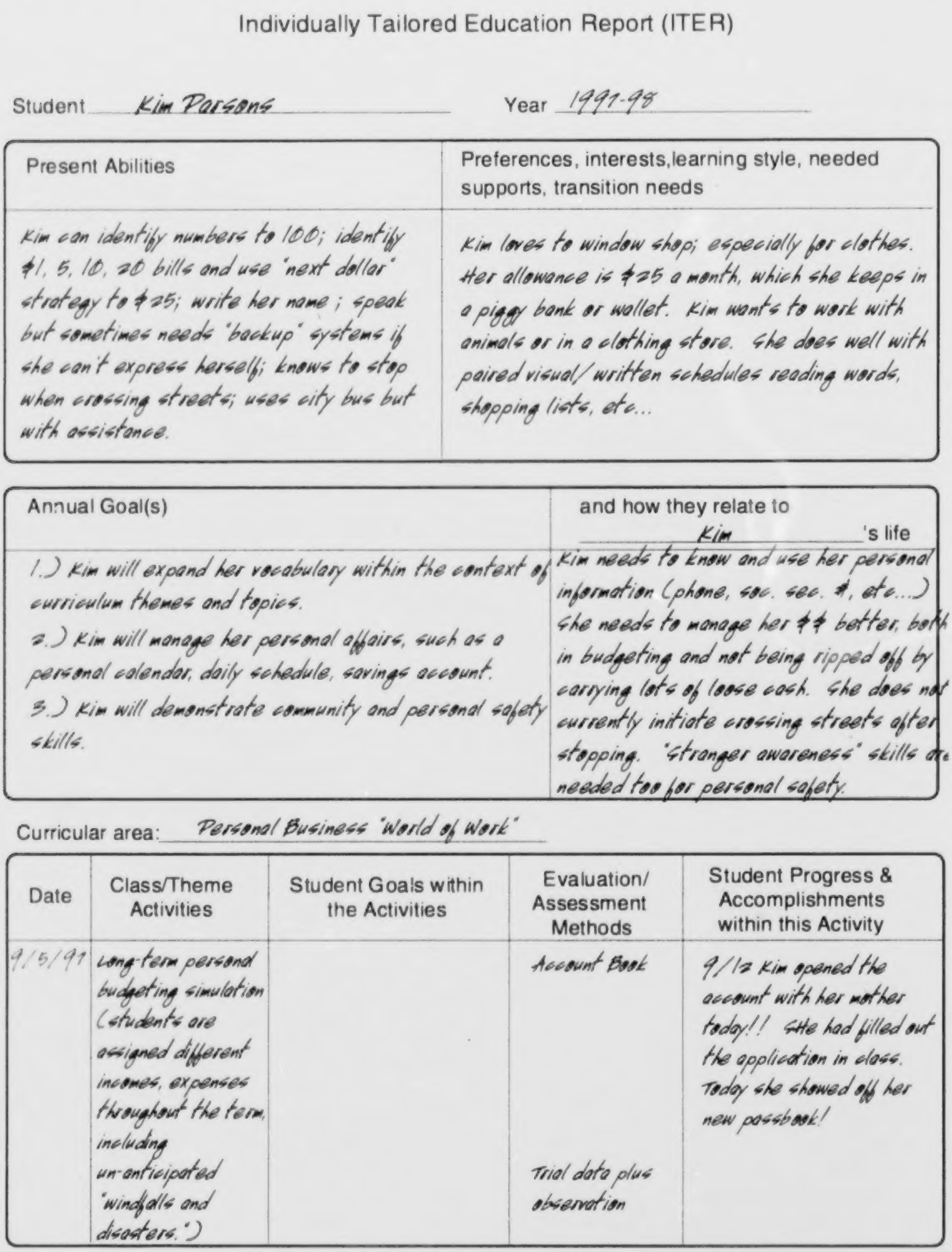
Those students' goals, interests, and abilities, which for some of them have been identified at their IEP meeting, become the foundation for developing specific teaching objectives across all of the students' learning contexts. In other words the students' goals, interests, and abilities don't change initially, but the instructional content obviously does. The teaching objectives describe how the goals, interests, and abilities will be addressed, be it through art, academics, physical education, morning circle, school jobs, etc.

Figure 9 illustrates an ITER filled out for the first few weeks of a new high school term for a Personal Business or World of Work type of class. This particular ITER would be applicable both in the context of a conventional, personal finance unit or in that of reinvented high schools and curriculum where the content and instructional boundaries might not be quite as delineated. The teaching objectives in either instance would be tied to the class activities.

The ITER can be used, as in this case, throughout the entire instructional period or term, updating outcomes and developing new teaching objectives which are responsive to the student's changing needs and abilities. The ITER can also be used on a spot basis to help analyze and plan instruction when individual student learning issues arise. We also know a teacher in a supervisory role who is using the ITER and its logic to teach and guide classroom assistants to pay particular attention to individual students during a given lesson.

While reading through this ITER, notice how it becomes a longitudinal record of a) the class activities, b) Kim's goals within those activities, and c) ongoing progress and outcomes. "Student Outcomes and Accomplishments" also reflect incidental learning opportunities (such as Kim's experience at the bank), as well as special or notable interactions between classmates (a friendship with Tory, a new classmate, or when Kim had more knowledge of the Social Security Office than Bill did). Fortunately, the teachers noticed and recorded these unanticipated events so that Kim's parents were completely updated when the team copied this ITER to send home at the end of the grading period.

For some students you will have many ITER pages. Sometimes it will make sense to write a single goal on each page and log the teaching objectives and student accomplishments as they emerge week by week. Sometimes you will want to cluster several goals on a page that relate to some curriculum theme or area and record all the related teaching objectives as they emerge. In either case, this ITER page completes the requirements of the IEP since *at any point in time you have a complete set of annual goals and current teaching objectives.*



Individually Tailored Education Report (ITER)

Student Kim Parsons Year 1997-98

Present Abilities	Preferences, interests,learning style, needed supports, transition needs
Kim can identify numbers to 100; identify $1, 5, 10, 20 bills and use "next dollar" strategy to $25; write her name ; speak but sometimes needs "backup" systems if she can't express herself; knows to stop when crossing streets; uses city bus but with assistance.	Kim loves to window shop; especially for clothes. Her allowance is $25 a month, which she keeps in a piggy bank or wallet. Kim wants to work with animals or in a clothing store. She does well with paired visual/written schedules reading words, shopping lists, etc...

Annual Goal(s)	and how they relate to Kim's life
1.) Kim will expand her vocabulary within the context of curriculum themes and topics. 2.) Kim will manage her personal affairs, such as a personal calendar, daily schedule, savings account. 3.) Kim will demonstrate community and personal safety skills.	Kim needs to know and use her personal information (phone, soc. sec. #, etc...) She needs to manage her $$ better, both in budgeting and not being ripped off by carrying lots of loose cash. She does not currently initiate crossing streets after stopping. "Stranger awareness" skills are needed too for personal safety.

Curricular area: Personal Business "World of Work"

Date	Class/Theme Activities	Student Goals within the Activities	Evaluation/ Assessment Methods	Student Progress & Accomplishments within this Activity
9/5/97	Long-term personal budgeting simulation (students are assigned different incomes, expenses throughout the term, including un-anticipated "windfalls and disasters.")		Account Book Trial data plus observation	9/12 Kim opened the account with her mother today!! She had filled out the application in class. Today she showed off her new passbook!

Figure 9: Example of ITER by the Personal Business Teacher

Date	Class/Theme Activities	Student Goals within the Activities	Evaluation/ Assessment Methods	Student Progress & Accomplishments within this Activity
		related vocabulary: bank, savings account, teller, deposit, withdraw, cash, balance. 3.) Kim will manage a classsroom simulation account, using: --$25 as income --a copy of Kim's savings account book. --required & optional purchases to determine if she should "save" or can she afford an item. 4.) Kim will walk to the bank using 2 different routes, which require her to cross at stoplights, stopsigns, & uncontrolled intersections & initiate crossing when the street is safe. She will go at least 1x week with a classmate.		9/19 Kim knows her passbook; check; and is working on "put money in" = deposit. "take money out" = withdraw; "how much is left = balance. At the bank w/ Patsy, Kim insisted on waiting for an available female cashier so that she could "tell-her"!! She and Patsy had a good laugh when they figured it out! 9/20 We probably need to emphasize "saving for a rainy day." Kim likes to buy things now! 9/21 Kim can accurately answer questions about when it is safe to cross ("no cars," "green light, walk") but still waits for a verbal or modelled prompt. We'll keep working on this!
9/19/97	"get a job" activities: - reading the want ads. - filling out job applications	1.) As a part of a small group Kim will: - locate the "classified" section. - listen to job descriptions & identify at least 4, which sound interesting	• observation • group journal	9/28 Kim's group tends to get hung up in the comics. But Kim has identified that she has NO interest in any janitorial type jobs. She surprised the group by wanting

Figure 9: Example of ITER by Personal Business Teacher (continued)

Date	Class/Theme Activities	Student Goals within the Activities	Evaluation/ Assessment Methods	Student Progress & Accomplishments within this Activity
		-discuss & record skills needed for each in the job journal.	Group Journal	to know more about slash burning/ forest fire fighting and a temporary job at an upcoming rodeo!
		2.) Kim will orally answer a variety of personal information questions commonly found on applications either from memory or using an ID card, including: ✓ name ✓ soc. sec. # ✓ age/ birthdate ✓ address ✓ phone ✓ emergency contact ✓ job experience	Data from at least 2 different "job interviewers."	9/29 Kim is doing well orally & also copying from the ID card if the lines/ boxes on the application samples aren't too small. She transposes the soc. sec. #s, so we may try color-coding. * To increase her frequency in the community Kim goes on ALL of the community trips small groups of classmates go on. Recently a group of 3 went to get soc. sec. #s and Kim knew exactly where to go in the Federeal Building!
9/30/97 scheduled	Field trip to university career information "Job Fair"	3.) During the job fair, Kim will investigate at least 3 different job opportunities by asking each representative a series of questions and choose one with whom to have a mock interview.	observation (? cue card with pictures to prompt questions? Such as: $ = How much do you pay? ✓ = What are the hours? Work pictures = What do I have to do?)	- Still working on street crossing & her classmates know how to let her take the lead and tell them when to cross. Pretty powerful incentive!

Figure 9: Illustration of ITER by the Personal Business Teacher (continued)

THE INDIVIDUALLY TAILORED EDUCATION REPORT (ITER) SUMMARY (FIGURE 9)

Our second example of a piece of paperwork that can actually *save* you time is the *ITER Summary*. As you work with the curriculum decisions discussed in this module, we imagine that, over time, you will end up with a small stack of folders for roughly a quarter of your students. Each time you sit down to brainstorm new teaching plans, or review student accomplishments, we imagine that you will grab your stack of folders to remind yourself about the unique learning requirements of those few students who need your most careful and systematic thinking and decisions.

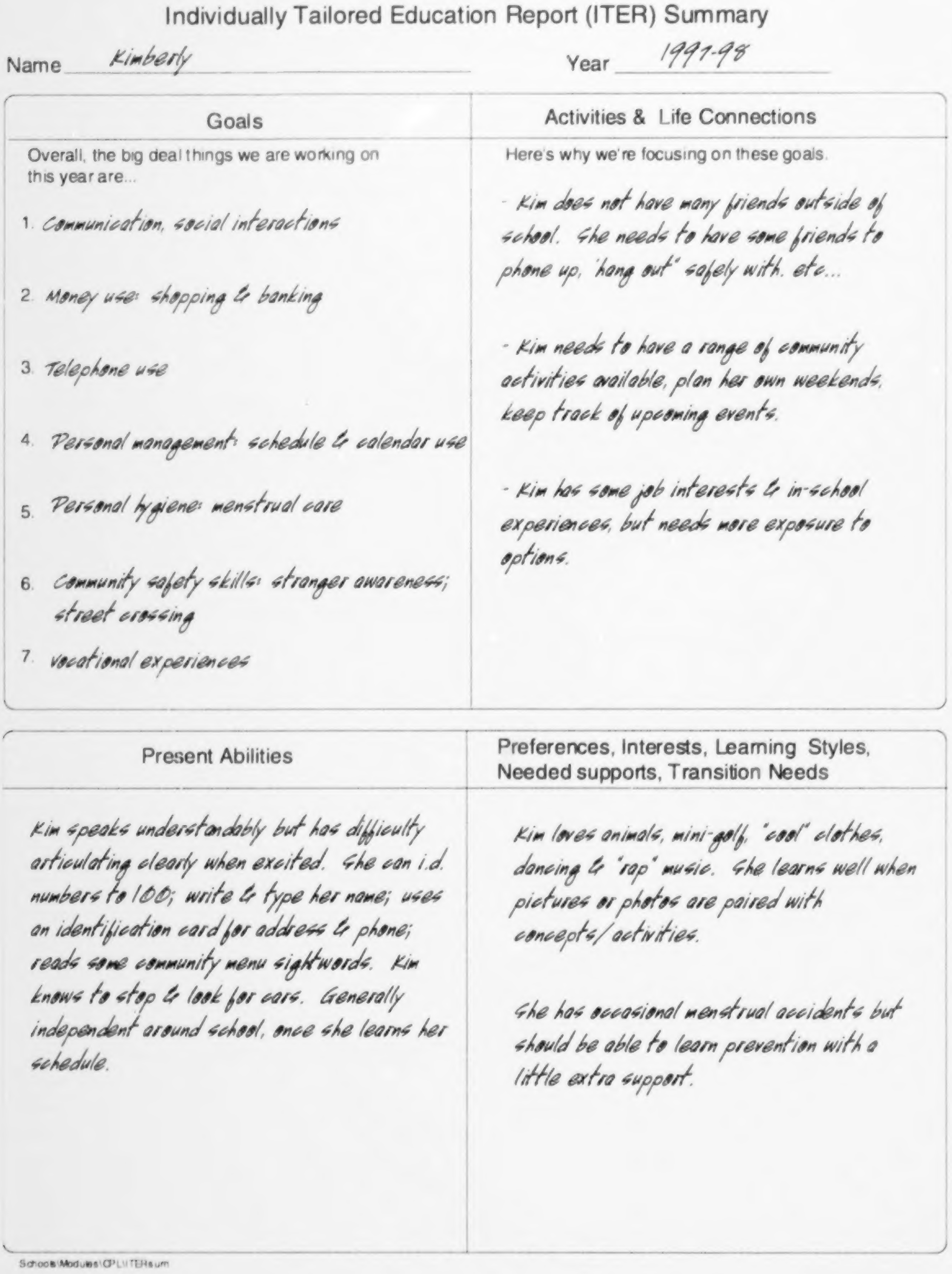
The *ITER Summary* is a "mini" version of the complete IEP or ITER that you can use in a number of different ways. We have created this document as a card (included in the back pocket) so that you can have a quick summary of a student's annual goals handy all the time. You might keep it in your grade book so that when you are planning, or even just thinking about your teaching, you can be reminded of how your teaching decisions might impact these learners. Figure 10 illustrates Kim Parsons' ITER Summary for the 1995-96 school year. Her teacher uses it to jog her own memory, but also uses it in a variety of other ways. She has made several copies that she gives to other teachers who also work with Kim so that they too are reminded of her unique learning needs and preferences. Some of these teachers also track these resulting objectives on ITER pages that become part of Kim's complete IEP and portfolio.

WHO FILLS OUT THE ITER FOR STUDENTS ON IEPs?

You've probably guessed that it depends on how inclusive your school has become. In some places where special education teachers are supporting the integration of students with disabilities you might complete the annual goals part of the ITER as part of the IEP meeting. You can then continue to use the ITER as a working document to plan and record the emerging teaching objectives. In some situations you will write these down for the general education teacher, in others the teacher may begin using the page herself. In still other situations, the classroom assistant providing support may have a role in completing the ITER.

In situations characterized more by "integration" than "inclusion" it also is likely that the IEP team will complete the ITER Summary and then pass it on to all the other teachers and staff who work with the students in the course of their day.

If your school has become more completely restructured so that teams of teachers, each with different expertise, work together with large groups or very diverse groups of students, the student's primary teacher will likely be the one who first initiates the ITER. All the teachers and other staff on the team may contribute teaching objectives and accomplishment recording. In some situations the teacher team may have requested outside consultative support from other specialists (like therapists or experts in the provision of communication or behavioral supports) who will help the team design teaching objectives in some instances. The ITER and the ITER Summary become ongoing working documents used by the whole team to ensure well-tailored curriculum and individually effective learning experiences for any student the team thinks needs a more focused and systematic approach.



Individually Tailored Education Report (ITER) Summary

Name Kimberly Year 1997-98

Goals	Activities & Life Connections
Overall, the big deal things we are working on this year are... 1. Communication, social interactions 2. Money use: shopping & banking 3. Telephone use 4. Personal management: schedule & calendar use 5. Personal hygiene: menstrual care 6. Community safety skills: stranger awareness; street crossing 7. vocational experiences	Here's why we're focusing on these goals. - Kim does not have many friends outside of school. She needs to have some friends to phone up, 'hang out' safely with, etc... - Kim needs to have a range of community activities available, plan her own weekends, keep track of upcoming events. - Kim has some job interests & in-school experiences, but needs more exposure to options.

Present Abilities	Preferences, Interests, Learning Styles, Needed supports, Transition Needs
Kim speaks understandably but has difficulty articulating clearly when excited. She can i.d. numbers to 100; write & type her name; uses an identification card for address & phone; reads some community menu sightwords. Kim knows to stop & look for cars. Generally independent around school, once she learns her schedule.	Kim loves animals, mini-golf, "cool" clothes, dancing & "rap" music. She learns well when pictures or photos are paired with concepts/activities. She has occasional menstrual accidents but should be able to learn prevention with a little extra support.

Schools\Modules\CPL\ITERsum

Figure 10: Example of an ITER Summary

SCORING ALL STUDENTS AGAINST HIGH STANDARDS: RAISING THE GOALS OR RAISING THE BARRIERS?

Across the nation a hallmark of today's school reform iniatives is the call for "raising the bar" of high educational standards and for assessing all students against the same high standards. While the impetus for this national trend is clearly the desire to improve the learning outcomes of our children, we worry about the implications for many students whom we can predict will in fact never meet - or in some cases even come close to - some of those standards.

In spite of the requirements contained in IDEA to provide accommodations for a variety of learning issues and performance demonstration strategies, the dangerous temptation for districts may once again be to "excuse" those students from the criteria for meeting the benchmarks, the standards, and the other traditional hallmarks of achievement and success. Simply put, setting higher achievement standards actually risks that more students will not meet them - and endure the concomitant stigmas of failure.

ENCOURAGING ACHIEVEMENT, NOT PUNISHING INABILITY.

We hope that high standards do in fact become goals, not barriers or burdens for students. We also hope that educational reforms encourage teachers to constantly support children on the frontiers of their personal learning adventures, as well as to identify that what a child did learn might not have been what was predicted!

To that end we offer the following generic Scoring Guide, (figure 11) as a basis for rethinking how to describe, document and characterize student efforts. Many of the scoring guides we have seen to date have been at best thinly disguised grading systems - instead of an "A" or a "F" student, a child now becomes a "6" or a "1" - with performance descriptions that focus on deficits and how that product "falls short of the mark." Furthermore, these scoring guides have not eliminated the teacher's dilemma of how to score the sudent who far exceeded anyone's expectations on a given task -- yet did not meet benchmarks -- as well as the capable student who did not complete the assignment.

Used in conjunction with task descriptions designed for specific student products or presentations, the performance scoring guide suggested below on the other hand provides the following types of flexibility:

- All students are focused on the benchmark set for acceptable performance (a score of 5).
- Students can negotiate areas within a specific task on which to focus their individual work/practice.
- The scoring guide allows students with disabilities who might never meet the benchmark to still consistently obtain scores "above the middle" (score of 4), encouraging positive feelings and learning.
- Judgments such as "exceeds expectations", "exemplary work", or "discrepant with previous accomplishments" are validated with narrative descriptions from one or more reviewers, providing more complete information about the meaning of the score.
- The scoring guide avoids pejorative descriptors to characterize student efforts and accomplishments (such as "superficial", "severely limited", "rarely if ever...").
- Students with disabilities can score as high or higher than non-labeled students on any given product/presentation, based on negotiated expectations without compromising benchmarked performance standards.

Cumulative scores across a term or year on a range of projects for each student provide a sense of the student's overall accomplishments in relation to accepted standards and benchmarks, without unduly punishing students who are making significant personal achievement, but many never meet those specific benchmarks or performance standards.

IN CONCLUSION

We hope that the materials and ideas in this module that have been developed with practicing teachers will assist all educators in addressing the increasingly diverse needs of students in tomorrow's schools. Please contact us with feedback on your own results and experiences.

GENERIC SCORING GUIDE TO ENCOURAGE ACHIEVEMENT

SCORE	PERFORMANCE ASSESSMENT DESCRIPTION
6	Exemplary work. Exceeded expectations in all or most components of project requirements. Contributed a "unique signature" to final product/performance.
5	Meets benchmarks in all areas covered by this product/ presentation.
4	Work reflects efforts and accomplishments in all standard components of product/performance, however on or more areas do not yet meet benchmarks.
3	Worked on and completed specifically negotiated components of product/performance. Results reflect substantial personal improvement and learning gains. Exceeded expectations in these areas.
2	Worked on and completed specifically negotiated components of product/performance to a satisfactory degree. Met expectations.
1	Participated, but final product/performance reflects significant discrepancies with previous accomplishments.
0	Did not submit a perfomance or product.

Scores of 0-3 or 6 require anecdotal documentation of results to justify score, including description of specific negotiated components and accomplishments and how expectations were either exceeded or not met.

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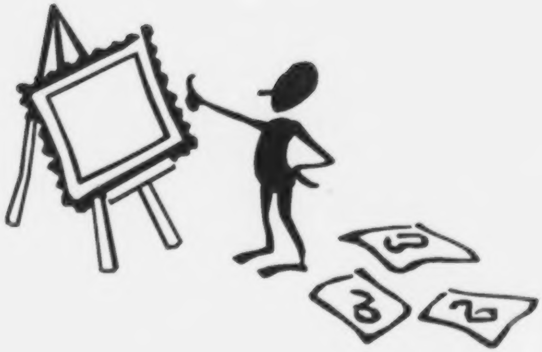
Figure 10: A Generic Scoring Guide to Encourage Achievement

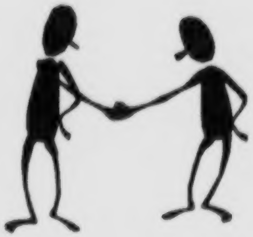


APPENDIX 1:

AGE-APPROPRIATE ACTIVITY LISTS
FORMS

Activity Based Assessment

Activity Lists



Dianne L. Ferguson, Cleo Droege, Jackie Lester,

Hafdis Gudjonsdottir, Gwen Meyer, Ginevra Ralph

Schools Projects
University of Oregon

Ages 5-8
Caring for SELF, FRIENDS & FAMILY

How? When? Where? does s/he do these things now? Feel free to check, underline, make notes everywhere!

BEING A FRIEND

1. Initiating and maintaining relationships
   - meeting and making friends
   - helping friends with projects/chores
   - helping friends learn new things
   - helping friends solve problems
   - having a pen pal
   - including a variety of friends in activities
2. Communicating with friends
   - phoning friends
   - writing letters
   - e-mailing friends
3. Social activities
   - choosing events/activities
   - having/going to parties
   - spending time with friends
   - sleepovers

Which ones does s/he want to do more?

FAMILY MEMBERSHIP

4. Family fun
   - participating in celebrations
   - visiting relatives
   - participating in vacations and holidays
5. Kitchen
   - helping cook
   - setting/clearing table
   - helping with cleanup
   - helping with grocery shopping
   - sorting recyclables
   - taking out the trash
   - making snacks
6. Bedroom
   - making bed
   - picking up/putting away
   - cleaning room
7. Outside
   - yard work
   - bringing in firewood
   - washing car
   - caring for bike
8. Miscellaneous
   - pet care
   - getting mail
   - running errands
   - helping with laundry
   - dusting/sweeping/vacuuming
   - helping with household projects: painting, washing windows

Which ones does s/he want to do more?

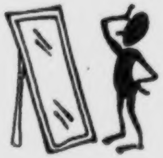
Activity Based Assessment Inventory

Schools Projects Fall '96
University of Oregon

Ages 5-8
Caring for SELF, FRIENDS &FAMILY, cont...

How? When? Where? does s/he do these things now? Feel free to check, underline, make notes everywhere!

PERSONAL CARE



9. Morning/bedtime
   - using alarm clock
   - dressing/undressing
   - choosing clothes
   - taking medicine
10. Bathroom/grooming
    - washing face/hands
    - tooth brushing/flossing teeth
    - blowing nose
    - bath/shower
    - hair care
    - using toilets in private and public bathrooms
11. Personal stuff
    - eyeglasses/contacts
    - school supplies/pencils/paper/ jackets/lunchbox/gym clothes
    - toys
    - hearing aids
    - braces
    - wheelchair
    - communication devices
12. Personal safety
    - responding to emergencies
    - being home alone safely
    - following survival signs

PERSONAL BUSINESS

13. Schedules and appointments
    - setting personal goals and meeting them
    - getting a haircut
    - keeping/following a calendar, schedule, routine
    - remembering birthdays
    - sending greetings to friends/family
14. Accessing/using resources
    - using public library
    - using public transportation
    - finding/using "people" resources
    - accessing/using online computer resources
    - using a map
    - investigating and developing new leisure activities
15. Money
    - budgeting allowance/savings
16. Leisure
    - develop hobbies

Which ones does s/he want to do more?

Which ones does s/he want to do more?

Ages 5-8
Contributing to COMMUNITY

How? When? Where? does s/he do these things now? Feel free to check, underline, make notes everywhere!

SCHOOL MEMBERSHIP & COMMITMENTS

1. School
    - following arrival/departure routines
    - getting to and from school
    - following cafeteria/snack bar routines: waiting in line, choosing/carrying items, paying for meal, selecting seat, recycling trash
    - delivering school-home communications
    - doing homework
    - responding to emergency drills
2. School jobs/chores
    - getting/passing out supplies
    - putting chairs up/down
    - caring for classroom pets
    - watering plants
    - erasing chalkboards
    - running classroom errands
    - cafeteria helper, library, office, P.E.
    - litter patrol
    - custodial assistant
    - school recycling
    - hall/room monitor
    - working in school store
    - working on school newspaper
3. School participation
    - participating in a club
    - participating in/organizing a school event or meeting

Which ones does s/he want to do more?

COMMUNITY MEMBERSHIP & COMMITMENTS

4. Group membership
    - attending scout/4-H club meetings
    - attending church/temple services and events
5. Volunteering
    - for neighborhood beautification projects
    - for park/beach clean-ups
    - for canned food/bottle drives
    - to visit nursing homes/hospitals/schools
    - to help with church events
    - to work in public library

Which ones does s/he want to do more?

JOBS & CAREER

6. After school and vacation jobs
    - paper route
    - baby sitting
    - caring for neighbor's pet
    - doing yard work, shoveling snow, stacking firewood
    - working in family business
    - picking fruit/vegetables

Ages 5-8
Enjoying LEISURE & RECREATION

How? When? Where? does s/he do these things now? Feel free to check, underline, make notes everywhere!

MEDIA

1. Reading
   - books
   - newspapers
   - magazines
2. Listening/speaking
   - radio
   - using cassette/CD player
   - books on tape
   - using telephone answering machine
   - stories
3. Watching/interacting
   - using TV/VCR
   - using movie/slide projector
   - using computer, software, CD Rom

EXERCISE & FITNESS

4. Outdoor recreation
   - riding bike/scooter
   - using parks and playgrounds
   - jumping rope
   - jogging
   - mini golf
   - swimming
   - playing catch/frisbee
   - playing ball games
   - hiking/climbing
   - fishing/boating
   - skiing
   - horseback riding
   - skating/skateboarding
5. Indoor recreation
   - aerobics
   - dance
   - yoga/martial arts
   - stationary bike
   - bowling
6. Team/group games and sports
   - racquet games: tennis, badminton
   - track and field
   - ball games: basketball, softball ,T-ball, soccer, 4-square, keep-away

Which ones does s/he want to do more?

Which ones does s/he want to do more?

Ages 5-8
Enjoying LEISURE & RECREATION, cont...

How? When? Where? does s/he do these things now? Feel free to check, underline, make notes everywhere!

EVENTS

7. Community events
   - going to/participating in fairs, exhibits, festivals
   - going to/participating in community events for kids, families
   - 8. Entertainment events
   - going to movies
   - going to car rallies, pet shows, races, air shows, etc.
   - going to the zoo, planetarium, aquarium
9. Cultural events
   - going to art shows/museums
   - attending/participating in cultural performances: concerts, plays, dances
10. Sports events
    - attending/ participating in sports events
11. Travel events
    - summer camps

Which ones does s/he want to do more?

GAMES, CRAFTS, HOBBIES

12. Playing games
    - board games
    - video/computer games
    - toys/Lego's/dolls, etc.
13. Creating art
    - drawing/painting
    - calligraphy
    - ceramics
    - woodworking/metal work
    - stained glass
    - jewelry making
    - origami
14. Creating needle crafts
    - sewing
    - knitting
    - weaving
    - crocheting
    - leatherwork
15. Collecting
    - coins
    - stamps
    - stickers
    - rocks
    - trading cards
16. Photography
    - using a camera
    - putting in an album
17. Constructing/playing with:
    - models
    - kites
    - puzzles
18. Music
    - singing
    - playing an instrument
19. Science
20. Languages

Which ones does s/he want to do more?

Ages 9-12
Caring for SELF, FRIENDS & FAMILY

How? When? Where? does s/he do these things now? Feel free to check, underline, make notes everywhere!

BEING A FRIEND

1. Initiating and maintaining relationships
   - meeting and making friends
   - helping friends with projects/chores
   - helping friends learn new things
   - helping friends solve problems
   - having a pen pal
   - including a variety of friends in activities
2. Communicating with friends
   - phoning friends
   - writing letters
   - e-mailing friends
3. Social activities
   - having/going to parties
   - spending time with friends
   - participating in team/group activities
   - sleepovers

Which ones does s/he want to do more?

FAMILY MEMBERSHIP

4. Family fun
   - participating in celebrations
   - visiting relatives
   - participating in vacations and holidays
5. Kitchen
   - helping cook
   - washing/drying dishes
   - using dishwasher
   - putting dishes away
   - helping with grocery shopping
   - putting food/groceries away
   - sorting recyclables
   - taking out the trash
6. Bedroom
   - making bed
   - picking up/putting away belongings
   - cleaning room
7. Outside
   - yard work
   - bringing in firewood
   - washing car
   - caring for bike
8. Miscellaneous
   - sibling care
   - pet care
   - getting mail
   - running errands
   - helping with laundry
   - dusting/sweeping/vacuuming
   - helping with household projects: painting, washing windows

Which ones does s/he want to do more?

Activity Based Assessment Inventory

Schools Projects Fall '96
University of Oregon

Ages 9-12
Caring for SELF, FRIENDS & FAMILY, cont...

How? When? Where? does s/he do these things now? Feel free to check, underline, make notes everywhere!

PERSONAL CARE

9. Morning/bedtime
   - using alarm clock
   - dressing/undressing
   - choosing clothes
   - taking medicine
10. Bathroom/grooming
    - washing face/hands
    - tooth brushing/flossing teeth
    - blowing nose
    - bath/shower
    - washing/drying hair
    - applying deodorant
    - menstrual hygiene
    - using toilets in private and public bathrooms
11. Personal stuff
    - eyeglasses/contacts
    - hearing aids
    - braces
    - wheelchair
    - communication devices
12. Personal safety
    - being home alone safely
    - following survival signs
    - responding to emergencies

Which ones does s/he want to do more?

PERSONAL MANAGEMENT

13. Schedules and appointments
    - keeping/following a calendar, schedule, routine
    - going to the dentist doctor nurse
    - getting a haircut
    - remembering birthdays
    - sending greetings to friends/family
    - setting personal goals and meeting them
14. Accessing/using resources
    - using public library
    - using public transportation
    - finding/using "people" resources
    - accessing/using online computer resources
    - using a map
    - investigating and developing new leisure activities
15. Money
    - budgeting allowance/savings
    - managing bank account
16. Mealtime
    - using utensils, napkin, cup, glass, straw
    - planning/ordering from a menu
    - paying for a meal
    - making own snack/packing lunch
17. Leisure
    - develop/plan activities
    - develop hobbies

Which ones does s/he want to do more?

Ages 9-12
Contributing to COMMUNITY

How? When? Where? does s/he do these things now? Feel free to check, underline, make notes everywhere!

SCHOOL MEMBERSHIP & COMMITMENTS

1. School
   - following arrival/departure routines
   - getting to and from school
   - following cafeteria/snack bar routines: waiting in line, choosing/carrying items, paying for meal, selecting seat, recycling trash
   - delivering school-home communications
   - doing homework
   - responding to emergency drills
2. School jobs/chores
   - getting/passing out supplies
   - putting chairs up/down
   - caring for classroom pets
   - watering plants
   - erasing chalkboards
   - running classroom errands
   - cafeteria helper, library, office, P.E.
   - litter patrol
   - custodial assistant
   - school recycling
   - hall/room monitor
   - working in school store
   - working on school newspaper
3. School participation
   - participating in/chairing a committee or club
   - participating in/organizing a school event or meeting

Which ones does s/he want to do more?

COMMUNITY MEMBERSHIP & COMMITMENTS

4. Group membership
   - attending scout/4-H club meetings
   - attending church/temple services and events
5. Volunteering
   - for neighborhood beautification projects
   - for park/beach clean-ups
   - for canned food/bottle drives
   - to visit nursing homes/hospitals/schools
   - to help with church events
   - to work in public library

Which ones does s/he want to do more?

JOBS & CAREER

6. After school and vacation jobs
   - paper route
   - baby sitting
   - caring for neighbor's pet
   - doing yard work, shoveling snow,
   - stacking firewood
   - working in family business
   - picking fruit/vegetables

Ages 9-12
Enjoying LEISURE & RECREATION

How? When? Where? does s/he do these things now? Feel free to check, underline, make notes everywhere!

MEDIA

1. Reading
    - books
    - newspapers
    - magazines
2. Listening/speaking
    - using cassette, CD player
    - listening to stories
    - listening to books on tape
    - listening to radio
    - using telephone, answering machine, pager
3. Watching/interacting
    - using T.V./ VCR
    - using movie/slide projector
    - using computer
    - using software, WWW, CD ROM, e-mail

Which ones does s/he want to do more?

EXERCISE & FITNESS

4. Outdoor recreation
    - climbing trees
    - using parks/playgrounds
    - riding bike/scooter
    - jogging
    - golfing/mini golf
    - skating
    - swimming/diving
    - hiking/climbing
    - camping
    - fishing/hunting
    - boating/rafting
    - skiing
    - horseback riding
    - playing Frisbee/catch
5. Indoor recreation
    - aerobics
    - dance
    - yoga
    - weight lifting
    - martial arts
    - using exercise equipment/ machines
    - jumping rope
    - wrestling
    - bowling
6. Team/group games and sports
    - track and field
    - ball games: basketball, baseball, volleyball, football, etc.
    - racquet games: tennis, ping-pong, badminton, etc.

Which ones does s/he want to do more?

Ages 9-12
ENJOYING LEISURE & RECREATION cont...

How? When? Where? does s/he do these things now? Feel free to check, underline, make notes everywhere!

EVENTS

7. Community events
   - going to/participating in fairs, festivals, exhibits
   - going to/participating in events for kids, teens, families
8. Entertainment events
   - Going to movies
   - going to car/pet/air shows
   - going to zoo, planetarium, aquarium
9. Cultural events
   - going to art shows, museums
   - attending/participating in cultural performances: concerts, plays, dances, lectures, etc.
10. Sports events
    - attending/participating in sports competitions
11. Travel events
    - participating in student exchange programs
    - summer camp

Which ones does s/he want to do more?

GAMES, CRAFTS, HOBBIES

12. Playing games
    - board games
    - computer games
13. Creating art
    - drawing/painting/calligraphy
    - ceramics
    - woodwork/metal work
    - jewelry making
    - stained glass
14. Creating needle crafts
    - sewing
    - knitting
    - weaving
    - crocheting
    - leather work
15. Collecting
    - coins
    - stickers
    - stamps
    - rocks/shells
    - trading cards
16. Photography
    - using a camera
    - putting together photo albums
17. Constructing/playing with
    - models
    - kites
18. Music
    - singing
    - playing an instrument
19. Science
    - doing experiments
    - using chemistry set
20. Languages
    - learning /practicing another language

Which ones does s/he want to do more?

Ages 13-15
Caring for SELF, FRIENDS & FAMILY

How? When? Where? does s/he do these things now? Feel free to check, underline, make notes everywhere!

BEING A FRIEND

1. Initiating and maintaining relationships
   - meeting and making friends
   - helping friends with projects/chores
   - helping friends learn new things
   - helping friends solve problems
   - having a pen pal
   - including a variety of friends in activities
2. Communicating with friends
   - phoning friends
   - writing letters
   - e-mailing friends
3. Social activities
   - planning events/activities
   - having/going to parties
   - spending time with friends
   - having/attending sleepovers
   - participating in team/group activities

Which ones does s/he want to do more?

FAMILY MEMBERSHIP

4. Family fun
   - participating in celebrations
   - visiting relatives
   - participating in vacations and holidays
5. Kitchen
   - helping cook
   - making meals/following recipes
   - setting/clearing table
   - washing/drying dishes
   - using dishwasher
   - putting dishes away
   - helping with grocery shopping
   - putting food/groceries away
   - sorting recyclables
   - taking out the trash
6. Bedroom
   - making bed
   - picking up/putting away belongings
   - cleaning room
7. Outside
   - yard work
   - bringing in firewood
   - washing car
   - maintaining bike
   - working on car/motorcycle
8. Miscellaneous chores
   - sibling care
   - pet care
   - getting mail
   - running errands
   - doing laundry
   - dusting/sweeping/vacuuming
   - helping with household projects: painting, washing windows

Which ones does s/he want to do more?

Ages 13-15
Caring for SELF, FRIENDS & FAMILY

How? When? Where? does s/he do these things now? Feel free to check, underline, make notes everywhere!

PERSONAL CARE

9. Morning/bedtime
   - using alarm clock
   - dressing/undressing
   - choosing clothes
   - taking medicine
10. Bathroom/grooming
   - washing face/hands
   - shaving
   - acne care
   - tooth brushing/flossing teeth
   - blowing nose
   - bath/shower
   - washing/drying hair
   - applying deodorant
   - applying makeup
   - nail care
   - menstrual hygiene
   - using toilets in private and public bathrooms
11. Personal stuff
   - eyewear
   - hearing aids
   - braces
   - wheelchair
   - communication devices
12. Personal safety
   - responding to emergencies
   - being home alone safely
   - following survival signs

Which ones does s/he want to do more?

PERSONAL MANAGEMENT

13. Schedules and appointments
   - keeping/following a calendar, schedule, routine
   - going to the dentist doctor nurse
   - getting a haircut
   - remembering birthdays
   - sending greetings to friends/family
   - setting personal goals and meeting them
14. Accessing/using resources
   - using public library
   - using public transportation
   - finding/using "people" resources
   - accessing/using online computer resources
   - using a map
   - investigating and developing new leisure activities
15. Money
   - budgeting allowance/savings
   - managing bank account
16. Mealtime
   - using utensils, napkin, cup, glass, straw
   - planning/ordering from a menu
   - paying for a meal
   - making own snack/packing lunch
17. Leisure
   - develop/plan activities
   - hobbies

Which ones does s/he want to do more?

Ages 13-15
Contributing to COMMUNITY

How? When? Where? does s/he do these things now? Feel free to check, underline, make notes everywhere!

SCHOOL MEMBERSHIP & COMMITMENTS

1. School
   - arrival/departure
   - getting to and from school
   - using cafeteria/snack bar
   - delivering school-home communications
   - doing homework
   - responding to emergency drills
2. School jobs/chores
   - getting/passing out supplies
   - putting chairs up/down
   - caring for classroom pets
   - watering plants
   - running classroom errands/office helper: lunch count, attendance, messages, media delivery
   - helper cafeteria
   - library helper
   - recess/P.E. helper
   - litter patrol
   - custodial assistant
   - school recycling
   - working in school store
   - working on school newspaper
3. School participation
   - participating in/chairing a committee or club
   - participating in/organizing a school event or meeting
   - being a peer tutor/counselor
   - participating in group projects
   - making presentations/speeches

Which ones does s/he want to do more?

COMMUNITY MEMBERSHIP & COMMITMENTS

4. Group membership
   - attending scout/4-H club meetings
   - attending church/temple services and events
   - speaking in public
5. Volunteering
   - for neighborhood beautification projects
   - for park/beach clean-ups
   - for canned food/bottle drives
   - to visit nursing homes/hospitals/schools
   - to help with church events/teach Sunday school
   - to work in public library

Which ones does s/he want to do more?

JOBS & CAREER

6. After school/weekend/vacation jobs
   - paper route
   - baby sitting
   - caring for neighbor's pets, yard, etc.
   - doing yard work, shoveling snow, stacking firewood
   - working in family business
   - picking fruit/vegetables

Activity Based Assessment Inventory

Schools Projects Fall '96
University of Oregon

Ages 13-15
Enjoying LEISURE & RECREATION

How? When? Where? does s/he do these things now? Feel free to check, underline, make notes everywhere!

MEDIA

1. Reading
   - books
   - newspapers
   - magazines
2. Listening/speaking
   - using cassette CD player
   - listening to books on tape
   - listening to radio
   - using telephone, answering machine, pager
3. Watching/interacting
   - using T.V./ VCR
   - using movie/slide projector
   - using computer
   - using software, WWW, CD ROM, e-mail

Which ones does s/he want to do more?

EXERCISE & FITNESS

4. Outdoor recreation
   - using parks/playgrounds
   - climbing trees
   - riding bike/scooter
   - jogging
   - golfing/mini golf
   - skateboarding
   - swimming/diving
   - hiking/climbing
   - camping
   - fishing/hunting
   - boating/rafting
   - skiing
   - horseback riding
5. Indoor recreation
   - aerobics (class/video)
   - dance
   - yoga
   - weight lifting
   - martial arts
   - using exercise equipment/ machines
   - jumping rope
   - wrestling
   - bowling
6. Team/group games and sports
   - track and field
   - ball games: basketball, baseball, volleyball, football, etc.
   - racquet games: tennis, ping-pong, badminton, etc.

Which ones does s/he want to do more?

How? When? Where? does s/he do these things now? Feel free to check, underline, make notes everywhere!

EVENTS

7. Community events
   - going to/participating in fairs, festivals, exhibits
   - going to/participating in events for kids, teens, families
8. Entertainment events
   - going to movies
   - going to car rallies, pet shows, races, air shows
   - going to zoo, planetarium, aquarium
9. Cultural events
   - going to art shows, museums
   - attending/participating in cultural performances: concerts, plays, dances, lectures, etc.
10. Sports events
    - attending/participating in sports competitions
11. Travel events
    - participating in student exchange programs
    - summer camp

Which ones does s/he want to do more?

GAMES, CRAFTS, HOBBIES

12. Playing games
    - board/card games
    - video/computer games
13. Creating art
    - drawing/painting/calligraphy
    - ceramics
    - woodwork/metal work
    - jewelry making
    - stained glass
14. Creating needle crafts
    - sewing
    - knitting
    - weaving
    - crocheting
    - leather work
15. Collecting
    - coins
    - stamps
    - stickers
    - rocks/shells
    - trading cards
16. Photography
    - using a camera
    - putting together photo albums
17. Constructing/playing with
    - models
    - kites
18. Music
    - singing
    - playing an instrument
19. Science
    - doing experiments
    - using chemistry set
20. Languages
    - learning another language

Which ones does s/he want to do more?

Ages 16+
Caring for SELF, FRIENDS &FAMILY

How? When? Where? does s/he do these things now? Feel free to check, underline, make notes everywhere!

BEING A FRIEND

1. Initiating and maintaining relationships
    - meeting and making friends
    - dating
2. Communicating with friends
    - phoning friends
    - writing letters
    - e-mailing friends
3. Social activities
    - planning events/activities
    - having/going to parties
    - spending time with friends
    - participating in team/group activities

Which ones does s/he want to do more?

FAMILY MEMBERSHIP

4. Family fun
    - visiting relatives
    - planning/participating in vacations and holidays
5. Kitchen
    - planning and preparing meals
    - choosing and following recipes
    - setting/clearing table
6. Bedroom
    - vacuuming/dusting/straightening
    - cleaning up after self
    - changing linens
7. Outside
    - yard work
    - bringing in firewood
    - washing car
    - maintaining bike
    - working on car/motorcycle
8. Miscellaneous chores
    - sibling care
    - pet care
    - running errands
    - grocery shopping
    - doing laundry
    - helping with household projects: painting, washing windows

Which ones does s/he want to do more?

Activity Based Assessment Inventory

Schools Projects Fall '96
University of Oregon

Ages 16+
Caring for SELF, FRIENDS & FAMILY

How? When? Where? does s/he do these things now? Feel free to check, underline, make notes everywhere!

Which ones does s/he want to do more?

PERSONAL CARE

9. Morning/bedtime
   - using alarm clock
   - taking care of clothes decisions
   - taking medicine
10. Bathroom/grooming
    - shaving
    - acne care
    - tooth brushing/flossing teeth
    - hair care
    - applying deodorant
    - applying makeup
    - nail care
    - menstrual hygiene
11. Personal stuff
    - eyewear (contacts)
    - hearing aids
    - braces
    - wheelchair
    - communication devices
12. Personal safety
    - responding to medical and social emergencies

PERSONAL MANAGEMENT

13. Schedules and appointments
    - going to the dentist doctor nurse
    - getting a haircut
    - remembering birthdays
    - sending greetings to friends/family
    - setting personal goals and meeting them
14. Accessing/using resources
    - using public library
    - using public transportation
    - finding/using "people" resources
    - accessing/using online computer resources
    - using a map
    - investigating and developing new leisure activities
15. Money
    - using a checking account
    - managing savings account
    - budgeting allowance/savings
    - using ATM machine
    - paying bills
16. Mealtime
    - using sit-down and fast food restaurants
    - paying for a meal
    - making own snack/packing lunch
17. Leisure
    - develop/plan fitness activities
    - hobbies

Which ones does s/he want to do more?

Ages 16+ Contributing to COMMUNITY

How? When? Where? does s/he do these things now? Feel free to check, underline, make notes everywhere!

SCHOOL MEMBERSHIP & COMMITMENTS

1. School
   - plan schedule
2. School jobs/chores
   - working in school store
   - working on school newspaper
   - peer tutor/assistant
   - manage school team
3. School participation
   - participating in/chairing a committee or club
   - participating in/organizing a school event or meeting
   - participating in school governance
   - participating in school play/productions
   - participating in group projects
   - making presentations/speeches

COMMUNITY MEMBERSHIP & COMMITMENTS

4. Group membership
   - attending scout/4-H club meetings
   - attending church/temple services and events
   - speaking in public
5. Volunteering
   - for neighborhood beautification projects
   - for park/beach clean-ups
   - to visit hospitals and nursing homes
   - to help with church events/teach Sunday school
   - to work at the library
   - in political campaigns

Which ones does s/he want to do more?

JOBS & CAREER

6. After school/weekend/vacation/ work categories:

- **Health Services**
  - veterinarian assistant
  - doctor's office assistant
  - EMT volunteer
- **Human Resources**
  - child care
  - summer camp counselor
  - coaching teams
  - volunteer firefighter
- **Natural Resources Systems**
  - receptionist/clerical work
  - working on a farm/picking fruit/vegetables, Xmas trees, baling/bucking hay
  - nursery/landscaping business
- **Industrial and Engineering Systems**
- **Business and Management**
  - working at family business
  - paper route
  - business delivery
- **Miscellaneous**
  - doing yard work, shoveling snow, stacking firewood
  - getting a work/food handlers card
  - caring for neighbor's pet, yard, etc.

Which ones does s/he want to do more?

Ages 16+

Enjoying LEISURE & RECREATION

How? When? Where? does s/he do these things now? Feel free to check, underline, make notes everywhere!

MEDIA

1. Reading
   - newspapers
   - magazines
   - books
2. Listening/speaking
   - using cassette CD player
   - listening to books on tape
   - listening to radio
   - using telephone, answering machine, pager
3. Using electronic equipment
4. Playing board/computer games

Which ones does s/he want to do more?

EXERCISE & FITNESS

5. Outdoor recreation
   - biking
   - skateboarding
   - jogging/running in races
   - golfing/mini golf
   - skating
   - skateboarding
   - swimming/diving
   - hiking/climbing
   - camping
   - fishing/hunting
   - boating/rafting
   - skiing
   - horseback riding
6. Indoor recreation
   - dance
   - yoga
   - weight lifting
   - martial arts
   - using exercise equipment/machines
   - wrestling
   - bowling
   - aerobics (class/video)
7. Team/group games and sports
   - track and field
   - ball games: basketball, softball, soccer, volleyball, football, etc.
   - racquet games: tennis, ping-pong, badminton, etc.

Which ones does s/he want to do more?

Ages 16+

ENJOYING LEISURE & RECREATION cont...

How? When? Where? does s/he do these things now? Feel free to check, underline, make notes everywhere!

EVENTS

8. Community events
9. Entertainment events
   - going to movies
   - going to car rallies, concerts, races, air shows
10. Cultural events
   - going to art shows, museums
   - attending/participating in cultural performances: concerts, plays, dances, lectures, etc.
11. Sports events
   - attending/participating in sports events
   - managing teams
   - coaching teams
12. Travel events
   - participating in student exchange programs
   - traveling with teams
   - summer camps (academic, athletic)

Which ones does s/he want to do more?

GAMES, CRAFTS, HOBBIES

13. Creating art
   - drawing/painting
   - calligraphy
   - ceramics
   - woodwork/metal work
   - jewelry making
   - stained glass
14. Creating needle crafts
   - sewing
   - knitting
   - weaving
   - crocheting
   - leather work
15. Building a Collection
16. Photography
   - using a camera
   - putting together photo albums
17. Constructing
   - models
   - kites
18. Music
   - singing
   - playing an instrument
19. Gardening
20. Languages
   - learning /practicing another language

Which ones does s/he want to do more?

ABA WHOLE CLASS SUMMARY

Things I want to remember to include in my curriculum and teaching designs . . .

____

Self, Friends & Family	Leisure & Rec.	Community

____

Self, Friends & Family	Leisure & Rec.	Community

____

Self, Friends & Family	Leisure & Rec.	Community

____

Self, Friends & Family	Leisure & Rec.	Community

____

Self, Friends & Family	Leisure & Rec.	Community

____

Self, Friends & Family	Leisure & Rec.	Community

Learning History/Transition Information Profile

Date ____________

Student ______________________ Age ______ Sending Teacher ______________________ Phone ______

Parents ______________________ Phone ______ Receiving Teacher ______________________ Phone ______

In short this student's abilities, issues & needs are:	Teacher Good things to try, things to avoid & other suggestions	Family Good things to try, things to avoid & other suggestions	More information can be found
Academics & School Skills Reading:			
Writing:			
Schedule use/time telling/ calendar:			
Numbers/Math:			
Money:			
Independent work:			
Group work:			
Homework:			

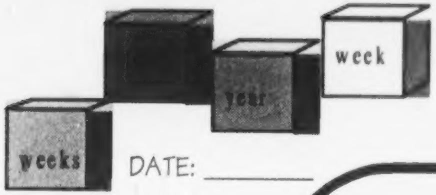
Schools\Module\CPL\learnhis

Student______________________________

Abilities & Needs	Teacher	Family	More Info.
Health & Safety:			
Communication: Expressive: Receptive:			
Mobility:			
Manipulation:			
Vision & Hearing:			
Personal care (meal time, grooming, hygiene):			
Equipment:			

Student ____________________

Abilities & Needs	Teacher	Family	More Info.
Self Management/Behavior:			
Friends/Relationships:			
Learning Style/Preferences:			
Activity Level Preferences:			
Social Image/ Esteem:			
Other home stuff:			
Other school stuff:			
Other community stuff:			



Long Range Web

DATE: ________

Planning group:

PROCESSES & SKILLS

- Listening
- Performing
- Researching
- Speaking
- Creating
- Composing
- Writing
- Spelling
- Persistence
- Memorizing
- Speed
- Problem solving
- Leadership
- Collaboration
- Self-Direction
- Decision-Making

ACADEMIC SUBJECTS

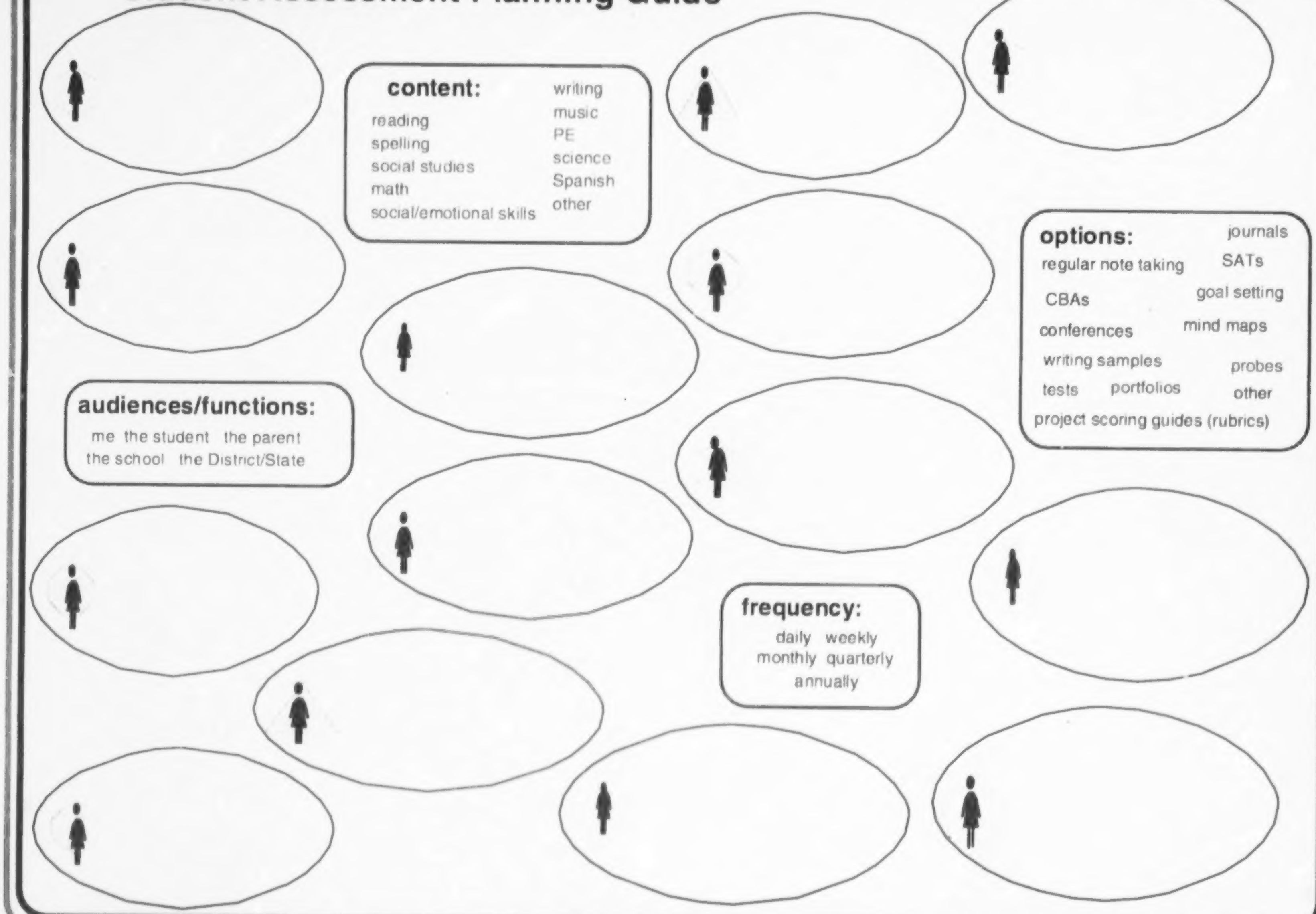
- Languages
- Computer
- Reading/Literacy
- Maths
- Science
- P.E.
- Art
- Social Studies
- Music

TALENTS & ABILITIES

- People Smart
- Self Smart
- Body Smart
- Word Smart
- Math/Logic Smart
- Nature Smart
- Music/Rhythm Smart
- Visually/Spatially Smart

BEST COPY AVAILABLE

Student Assessment Planning Guide



content:
reading
spelling
social studies
math
social/emotional skills
writing
music
PE
science
Spanish
other

options:
journals
regular note taking
SATs
CBAs
goal setting
conferences
mind maps
writing samples
probes
tests
portfolios
other
project scoring guides (rubrics)

audiences/functions:
me the student the parent
the school the District/State

frequency:
daily weekly
monthly quarterly
annually

Schools:\Teaching\Standards\SAS

Student Assessment Planning Schedule

Daily	Monday	Tuesday	Wednesday	Thursday	Friday

Weekly	

Monthly	S	O	N	D	J	F	M	A	M	J

Quarterly			

Yearly	

Bot RCSC/teaching/StandardASS/SAS Pre

ABA Individual Student Summary

☐
☐
☐

Student ______________________________
Discussion Participants ______________________
Interviewer(s) ______________________________

Overall, the picture we get of this student's interests and participation.....	Ideas, priorities, preferences
Self, Friends & Family	
Leisure & Recreation	
Contributing to Community	

Schools:\Modules\CPL\ABASUM

All About Me

Home Chores:

1.
2.
3.
4.
5.
6.

Things that make me laugh:

1.
2.
3.
4.

Name:

My pet/pets:

Hobbies and Sports:

1.
2.
3.
4.

I admire:

Photo

Things I want to do but my parents don't think I'm old enough:

1.
2.
3.
4.
5.

SCHOOL:
Things I like to do:

1.
2.
3.
4.
5.

My favorite movie:

My favorite book:

My favorite song:

My favorite food:

My favorite TV program:

Places I want to visit:

1.
2.
3.

Ways I take care of myself:

1.
2.
3.

Jobs I want to know more about:

1.
2.
3.
4.

Things I do with my family:

1.
2.
3.

Schools\Modules\CPL\Parra

Long Range Curriculum Planning

Team Members: ____________________ Date: ____________________

____

____

____

Class Snapshot: Student interests and preferences? Cultural affiliations? Student learning styles? Student abilities?

Curriculum Themes:

Integrated Curriculum Activities	Lead Person	Resource Implications	Implications for Individual Students
Academic Focus Activities			

Modules\IES\Longpln

Brainstorm Teaching Plan For Mixed-Ability Groups

Curriculum Area/Aim/Theme/Unit/Lesson: ____________________

Potentially Related Real Life Activities Caring For Self, Friends & Families	Potentially Related Real Life Activities Enjoying Leisure & Recreation:	Potentially Related Real Life Activities Community,Jobs& Chores:

In Sum	Special considerations: (e.g.: IEPS,TAG, ESL issues, students who leave early, other/needed supports & resources)
Student Expectations: Lesson Design/Format: Locations: Activity/Lesson plan flow: Lesson Materials: Environmental Conditions: Extra/Outside resources:	

Schools\Modules\CPL\Teachpln

Lesson Plan

Theme: ______________________ Date: ______________________

Unit/Lesson:	Process/Skills:

What will we do?

➡ Activity:

➡ Introduction ("Hook", stated purpose)

➡ Development (Activity, guided practice, modeling, student practice, reteach):

➡ Closure (Tie it together, homework, draw a picture, journal entry):

➡ Time and Material

Individually Tailored Education Report (ITER)

Student ______________________________ Year ____________________

Present Abilities	Preferences, interests,learning style, needed supports, transition needs

Annual Goal(s)	and how they relate to ________________________'s life

Curricular area: ________________________________

Date	Class/Theme Activities	Student Goals within the Activities	Evaluation/ Assessment Methods	Student Progress & Accomplishments within this Activity

Date	Class/Theme Activities	Student Goals within the Activities	Evaluation/ Assessment Methods	Student Progress & Accomplishments within this Activity

Individually Tailored Education Report (ITER) Summary

Name ______________________________ Year ________________

Goals	Activities & Life Connections
Overall, the big deal things we are working on this year are... 1. 2. 3. 4. 5. 6. 7.	Here's why we're focusing on these goals.

Present Abilities	Preferences, Interests, Learning Styles, Needed supports, Transition Needs

Schools\Modules\CPL\ITERsum

REFLECTIVE TEACHING

What did I teach today?

What went well and why?

What do I need to change and how?

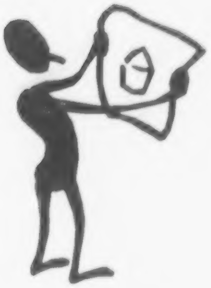
Notes and reminders

Date:__________

P\Schools\Modules\refltch

APPENDIX 2:

Reading and Resource List



Suggested further readings. These readings contributed to the development of this module. This is by no means an exhaustive list and we welcome suggestions. Please e-mail us if you find other sources to share.

Assessment & Evaluation

Clark, H., & Nelson, M. (1993). Improving mathematics evaluation through cooperative learning strategies. *Middle School Journal*, January, 15-18.

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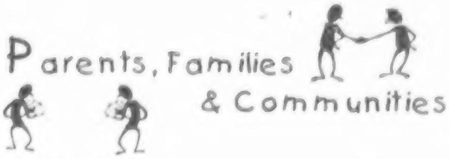

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MODULE 4E

Student Membership Snapshots:

An Ongoing Problem-Finding and Problem-Solving Strategy

Eileen S. Rivers

Dianne L. Ferguson

Jackie Lester

Cleo Ann Droege

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Printed in the United States of America

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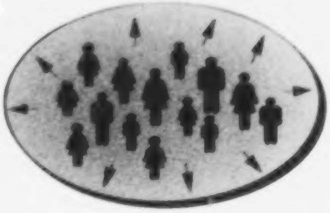

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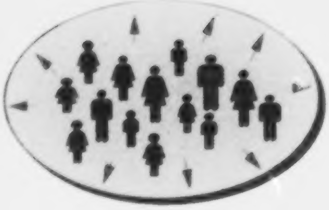
Student Membership Snapshots (SMS)



CHANGING SCHOOL COMMUNITIES AND INCREASED STUDENT DIVERSITY

Things are changing rapidly in schools across the country for both adults and students. We see evidence of these changes everywhere, from the generation of learner outcomes to guide curricula restructuring, to the development of portfolios for authentic assessment of student learning, to the dizzying array of new strategies for implementing restructured curricula within classrooms. Change has become the byword for all members of the educational community, from state superintendents to maintenance personnel to presidential cabinet members.

"There are literally thousands of good ideas floating around for making classrooms more decent and dynamic. The problem is that ideas come at teachers ninety miles an hour..." (Ayers, 1993, p.133). Teachers are often left feeling pulled in many different directions attempting to select and implement the "most promising" new ideas from among the vast array of possibilities. This rapid pace of emerging ideas also presents an on-going challenge to rethink currently successful practices as we continually struggle to mesh the old with the new.

One of the most significant challenges currently facing classroom teachers is the increasing range of different and sometimes unusual learning abilities presented by students in today's public school classrooms. As educators involved in the many processes of school improvement, we are challenged to build classroom communities responsive to the full range of human diversity, including ability, race, culture, learning style, various intelligences, personal preferences, socioeconomic class, and family and community priorities. For some of us, this diversity is represented by the students who learn differently from their classroom peers. Maybe because they like to be more active, or tend to rush through their work, or do better when they draw about things they know. For others the diversity is represented by students whose individual characteristics and learning styles are really very different. These more different students may need special supports or a variety of different teaching approaches. And for many of us, this wider range of diversity is represented by those students who simply seem to "stand out" from the group for one reason or another.

We designed the Student Membership Snapshot (SMS) to help you find and solve some of the problems in your school as you and your colleagues expand to incorporate wider student diversity. Our goal is to provide teachers with a tool for thinking about teaching and students' learning membership within diverse classroom communities in a critical, sustained way.

CLASSROOM DIVERSITY:

LEARNING STYLES, STUDENT OUTCOMES, AND SOCIAL CONNECTEDNESS

Today, more and more classrooms are made up of students with more and more kinds of differences. Like this teacher, you might describe a wide range of students in your classroom:

> *My class was very diverse. I had four students one or more years below grade level in reading; two students with attention deficits and on medication; several students with specific learning disabilities or needing remediation, who were pulled at different times during the day; one student from the Ukraine who spoke no English; two students who spoke Spanish; three students from homes in which the parents were going through divorces; one student already involved with the juvenile court system; and four students attending classes for the gifted. (Rankin, et al., 1994, p. 236)*

The increasing social complexity and student diversity of today's classrooms have made us less and less confident as educators that learning one standard, "official" curriculum will help students achieve the kind of competence they need to lead satisfying and successful lives. In response, teachers at all levels are rethinking curriculum and teaching to provide learning supports to all students that will prepare them to access and participate in the benefits of their communities.

The difficulty in making this happen day to day in classrooms is that students bring all manner of differences to learning that teachers must take into consideration. These include different abilities, of course, but also different interests, different family life-styles and preferences about schools and learning. As we work to assure meaningful curriculum, effective teaching, and necessary supports within our classrooms, we often identify and trouble over certain students who seem to be "in but not of the class" (Ferguson, Willis et al., 1993, p. 20) for one reason or another.

ADAM—A STUDENT WITH DIVERSE LEARNING STYLES

Every student brings his or her own unique style, experiences, and strengths to the classroom. Teachers have been meeting the challenges of individualizing their lessons and activities since compulsory education widened the scope of student diversity for the first time around the turn of the last century. Still, some students stand out to their teachers as being not quite full learning members of the classroom community. And while all teachers adapt their lessons and activities as they teach, both to support and challenge their students, some students pose particular challenges to teachers' abilities. Like 6th grade teacher Tom Field's student, Adam:

> *He reads everything he sees...if only I could get him to write. Adam was reading two to three years above his grade level by the time he was six. And he has some identified processing difficulties. But I'll tell you, sometimes I think it's just pure stubbornness. I try to accommodate him by giving him oral tests or allowing him to record his project reports on tape. But, with our new integrated curriculum, I've moved towards lots more activities that incorporate language arts skills.*
>
> *Adam can write. I can tell that it doesn't come as easily for him as his reading abilities; he's lots more easily frustrated. And he is noticeably slower than most of his classmates. But so much in high school*

> *and college depends on written expression. And to top it off, other students are resenting the accommodations I'm already making. Some of them feel Adam is getting off easier.*

Adam is one example of the increasing diversity present in today's classrooms. He is like many students who have different ways of thinking and knowing; some emphasize language, some motor learning, or even artistic intelligence - to name a few. Adam's learning style differences present particular challenges to Tom's integrated curricular approach emphasizing language expression.

RHONDA—A STUDENT WITH DIFFERENT CURRICULAR OUTCOMES

Some students bring very unique learning characteristics to the classroom. These students often seem set apart and immediately recognizable as different, even to casual observers. Not so much because of any impairment or disability they may have, but because of what, how, and with whom they are doing things in the classroom. Most teachers have not had very much experience teaching and supporting learning outcomes for these students. Kathy Roth, a third grade teacher, feels significantly challenged in her attempts to support the learning membership of Rhonda:

> *"Rhonda's a different child when she's with other kids", explains her mother. Everyone agrees that second grade was an enormously successful experience for her...socially. The teacher and instructional assistant worked to include her in every activity from group reading, to the play they put on demonstrating their learning about state history, to the class mural on ocean life. "We put her down on the floor with the other students and she added her strokes with theirs'. Rhonda was a part of everything they did", summed up the instructional assistant.*
>
> *However, everyone also knows third grade is different. This year the class activities are much more independent and seat-work oriented. Third graders are expected to go beyond exploration and begin mastering factual information and study skills. And while Kathy, this year's teacher, admits that many children and parents find the transition difficult, she explains, "Even art gets pretty technical in third grade".*

Rhonda, a student with significant disabilities, provides another example of the student diversity found in today's classrooms. The curricular goals and student outcomes she has been working on seem very different from those of other third graders. Kathy, as well as others on the teaching team, are struggling to accommodate Rhonda's unique learning outcomes within the study skill and independent work emphasis of the third grade curriculum. Beyond finding ways for her to follow classroom routines more or less like other students, the team faces the challenge of how to negotiate teaching.

JOSE—A STUDENT NEEDING SOCIAL CONNECTIONS

Our teaching efforts are most often successful with students who match our own personal styles. The more students differ from us culturally, ethnically, and socioeconomically, the more our social and learning styles are likely to differ (Sternberg, 1994). While public schools have traditionally been places of Caucasian traditions, middle-class values, and logical-deductive learning styles - the growing social complexity and diversity of our general population are changing these traditions.

In more and more classrooms the values, traditions, social practices, and/or learning styles of teachers and students are very different from those traditionally emphasized. Sometimes we teachers can find ourselves particularly challenged as we work to assure the social connectedness of some students.

Beth Mehan, a junior high school teacher, has one student she has troubled over for these reasons. Six weeks into the school year and she still doesn't feel she's "reached" Jose:

> *He actively resists every attempt I make to draw him into the discussion or activity. Jose will sit through an entire period content to read one of those pop music magazines he constantly carries around. He's not aggressive or acting out, mind you. In fact, he would be easy to simply overlook. And I think he would prefer it that way.*
>
> *The few times I have insisted on his participation, however, his comments have been caustic - even rude. I hate to admit it but I'm not sure I could honestly say I like Jose. Behind that silence he just seems to resent everything I represent as teacher or authority figure.*

Jose is a third, increasingly more common, example of the student diversity in classrooms. It's natural for us to think our students are more like us and each other than they really are (Sternberg, 1994). We often take for granted that their personal values and thinking styles are similar to our own. When confronted with these often mistaken assumptions and led to look further, these students' differences can seem like personal rejections. Some students stand out because they lack social connectedness within the classroom. They are real challenges to our efforts at creating "community" within our classrooms.

WHAT CAN TEACHERS DO?

In the face of todays' increasing classroom diversity, teachers are less and less confident that the traditional approaches to teaching and learning will help students achieve the kinds of competence they need for adult life. As educators, we are more concerned than ever that students use their learning in ways that make a difference in their lives outside of school. With this in mind, students such as Adam, Rhonda, and Jose present us with unique problems and opportunities. We are challenged to find ways that learning, participation, and membership can mean different things for very different students in the same learning situation.

These students, who stand out to us from time to time as somehow "in but not of" the group, also present us with an important choice. We can accept them as "painful facts of life" and attempt to work around them as we plan curricula and teaching. Or we can celebrate them as opportunities and seek them out as resources for tailoring our curricular and teaching strategies to stretch our learning communities and achieve wider student membership.

DESIGNS FOR EXPANDED CURRICULUM AND TEACHING

Expanding our schools to incorporate wider student diversity makes possible an important shift in teachers' work. In the past, the focus of special educators' work has been on finding and trying to repair, or at least ameliorate, those aspects of students' learning that cause them to fall outside the norm so that they might once again become part of the "in group". One task for general educators has been to assist this agenda by identifying those students who do not seem to fit the insider group so that special educators can determine why, and try to change that designation.

The logic of including the whole range of student diversity within an expanded classroom frees both groups of teachers from the task of seeking out and naming student learning differences and deficits. Instead teachers can focus on creating and tailoring curricula and teaching so that schooling "works" for every student.

Experimenting with these kinds of curriculum and teaching reforms allows teachers to see the supports needed by students with official disabilities as differences of degree rather than type. Further tailoring the learning event for them might require different adjustments, or more supports than for some other students. The essential process, however, remains the same for all, achieving more, and more varied learning outcomes for all students. Fears of "watering down" the official curriculum only remain for those classrooms that have not responded to the need for more systemic curriculum and teaching reform. Classrooms and teachers seriously engaged in preparing students for the future have already begun expanding and enriching the curriculum to respond both to the demands for broader student outcomes and to the different interests, purposes and abilities of each student.

These changes in teachers' work, from a focus on student remediation to classroom practices, create a need for different teaching tools. We need now, more than ever, heuristic teaching tools that can be adopted and adapted to fit the complexity of each classroom and teacher while at the same time illustrating a common logic applicable across all of them. Without this clearer picture, encompassing both the wide-angle view of the teaching context and the close-up view of individual students' roles, our curricular decisions and instructional interactions can easily become reflexive, inconsistent, and shortsighted.

Addressing the learning needs of heterogeneous student groups requires designing and organizing more inclusive curriculum content, constructing more varied teaching experiences, and tailoring the recording and reporting of students' accomplishments . The Individually Tailored Learning System (ITLS) (Ferguson, Ralph, Meyer, Willis, & Young, 1993) uses one such approach. The ITLS process provides a framework for thinking about curricular decisions in terms of how teaching and learning might need to be enriched, expanded, adapted, overlapped, and embedded for ALL students. It includes a tailored curriculum decision-making framework that teachers can adopt and adapt to gather information about their students, plan curricula and teaching experiences, and record those decisions for everyone who might need or want to know about them.

STUDENT MEMBERSHIP SNAPSHOT:

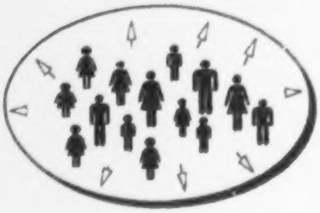
AN ONGOING PROBLEM-SOLVING STRATEGY

Even with designs for expanded curriculum and heuristic teaching tools, some students remain identifiable as in need of additional supports. Due to their diverse learning styles, curricular outcomes, or social patterns certain students come to our attention. These students do not seem to be experiencing learning membership - having a place/role in both the social and learning aspects of classrooms. For these students, our practices seem to fall short of achieving full learning membership into the broader classroom community. In lots of classrooms, students such as Adam, Rhonda, and Jose as well as many others, will come to teachers' attention as individuals who remain outside the evolving community. Either sporadically or consistently, certain students gain notice as simply present rather than being full members of the class.

For these students teachers need a guide for seeing common classroom practices, not as wallpaper patterns, but rather as tentative decisions that are subject to continuous reflection and review (Barth, 1990). Working with teachers experiencing this need, we created the Student Membership Snapshot. It provides a way for teachers to puzzle through students' additional support needs in a way that attends to both the learning and social experiences of such students while also considering the wide-angle view of the teaching context. The following sections of this manual detail the observation, problem-finding, and problem-solving steps of the SMS.

2

Student Membership Snapshots: Problem-Finding and Problem-Solving



The Student Membership Snapshot (SMS) is designed to give you a quick picture of your classroom with particular focus on the fit of one student as a learning member. The idea is to provide a snapshot containing both the wide-angle view of the class in general and a close-up view of the student of interest. Used as a whole process, including the information generated through the accompanying reflective questions and guided brainstorming, the SMS provides a useful tool for (1) identifying the setting and student-specific issues at work and (2) planning for how these might be changed so that the student is truly a member of the classroom community.

The SMS is dedicated to both problem-finding and problem-solving. This is different from many other tools available for teachers. The SMS first guides you to find the problems. Then it assists you to structure solutions as you go along. And finally, the SMS helps you sustain your persistence and commitment to staying with those problems you find until you get somewhere.

THE SMS PROCESS IS DESIGNED TO:

- generate information on what's going on for the student you are concerned about;
- generate information on what's going on generally in class and with a comparison student;
- synthesize this information very quickly into a visual "snapshot" of the situation; and

- guide your problem finding and solving toward things you might do or change for the student, for the whole class, or for how the student and class interact.

THE STUDENT MEMBERSHIP SNAPSHOT:

A BIRD'S-EYE VIEW

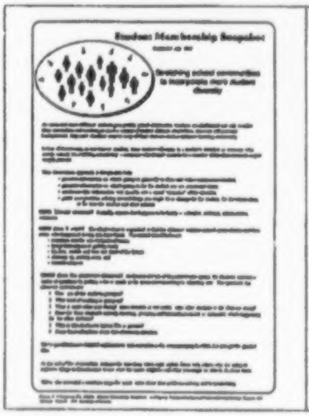
Below is an example of the actual Student Membership Snapshot.

Using the entire SMS process allows teachers and others who work with them to step back and see those students troubling them within the context of the whole teaching/learning process. It can be used as a guide for finding the classwide and student-specific issues affecting any student's full learning membership. The SMS also provides a strategy to organize adults for collaborative brainstorming and problem-solving.

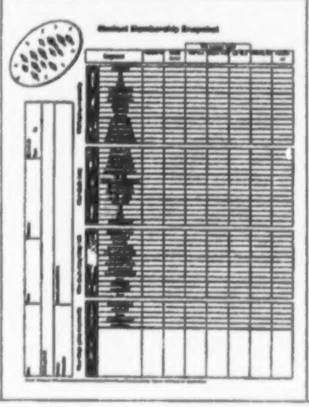
HOW THE SMS PROCESS WORKS

The SMS process of problem-finding and problem-solving involves getting someone to observe while you teach or observing someone else teaching, reflecting on what was seen and heard, and brainstorming with others to identify the possible issues at work and to generate ideas for making changes.

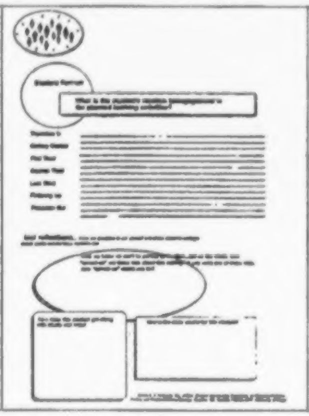
A Quick Overview



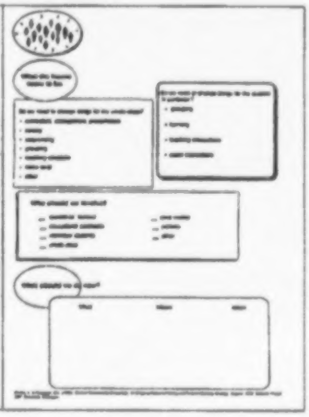
The Observation Format



The Reflective Questions



The Collaborative Brainstorming Guide



HOW DOES IT WORK?

The SMS observation is organized so that the observer watches natural time spans of a classroom lesson/activity and then notes what happened during each time block. These natural time blocks are: transition into the activity/period/lesson, initial instructions or getting ready, the first, middle, and then last third of the lesson, cleaning up-putting away, and transitioning out.

WHO SHOULD OBSERVE?

We designed the SMS for use by anyone who happens to be handy at the time. Some ideas include a teacher, assistant, itinerant professional, administrator, or volunteer.

WHAT DOES THE OBSERVER OBSERVE?

At the end of each of the natural time blocks, the person serving as observer answers a series of questions by putting a dot or a circle in the space best describing what they saw. The questions guiding observation are:

1. **How are all the students grouped?**
2. **What kind of teaching is going on?**
3. **What is some comparison peer doing? Does it match or not match what the other students in the class are doing?**
4. **Does the focus student's activity match or not match what's happening for other students?**
5. **How does the learning format for the student I'm interested in compare to the format of other students?**
6. **What is the grouping pattern for this student like?**
7. **What teaching and social interactions is the focus student engaged in and how do they compare to the interactions of others in the class?**
8. **What is this classroom lesson like in general?**

At the end of the activity/period/lesson, the observer connects the dots from left to right hand looks at any patterns developing around the focus questions.

WHAT ELSE?

The observation is followed by some guided reflection and thinking. The first question prompts the observer to consider the focus student's fit to the teaching/learning structure of each natural time block during the observation. Immediately after the activity/period/lesson, the observer considers this as well as the other three reflective questions about the setting's overall quality and the focus student's role.

AFTER THE OBSERVATION, THEN WHAT?

Once the observation is completed and the reflective questions are considered, you should sit down with others who are trying to improve things in this situation. The group can review the SMS information individually prior to sitting down as a group or review the information together. While the group is together, they use the guided questions on the last page to discuss what the issues seem to be and to brainstorm what they might be able to do to change things for both the class as a whole and the student in particular.

The SMS Observation—Up Close

Most teachers and teaching teams find, that after a few guided uses, the observation section of the SMS process intuitively makes sense. We developed them over three years observing students in classrooms. However, at first, it is helpful to have more detailed descriptions of what to look for.

So we've provided expanded descriptions of what to notice at the end of each natural time span as you watch a classroom lesson or activity. Teachers we have worked with find it useful to spend a few minutes reviewing these expanded descriptions before observing. Then, while watching, you can use the SMS Reference Card (included) for quick review as needed.

WHAT'S GOING ON GENERALLY

This is a picture of what is going on in the classroom as a whole.

Grouping: How are the students in the class grouped?

- **whole class**—students working as single group, being taught as a whole unit.
- **> 5**—groups larger than 5
- **3 - 5**—groups of 3 to 5
- **pairs**—groups of two
- **1:1/individual**—students working individually with an adult and/or alone at desks

Teaching: What kind of teaching is going on, generally speaking?

- **guided teaching** —students are being actively guided through the class activity individually or in cooperative groups by adults. Adults are using a facilitative format rather than a directive format (see lead / demo).
- **lead/demonstrate**—students are being shown, as a group, how to perform or are being lead through the performance of an activity occurring at that moment or during this class period.
- **ask/answer**—students are being asked or being presented verbal answers to verbal questions by adults.
- **lecture/tell**—students are being presented information by adults verbally, visually, or with media.
- **observe/self-directed**—students are directing themselves through an activity with teacher at desk or moving around the room observing, evaluating, or providing feedback.

Peer Comparison: What is some other peer doing? Does it match or not match what the other students are doing?

- **active/match**—the peer is actively engaged in what is going on just like the rest of the group.
- **passive/match**—the peer is passive - maybe engaged, maybe not, but so is most everyone else.
- **active/not match**—the peer is actively engaged in the lesson/activity; but the rest of the class is pretty passive - maybe engaged, maybe not.
- **passive/not match** —the rest of the class is actively engaged in the lesson/activity; but the peer I'm watching is passive - maybe engaged, maybe not.
- **unengaged/disruptive**—the peer is clearly not engaged - acting "inappropriately" for the setting and activity. S/he "stands out" from the group.

WHAT S(HE)'S DOING

This is a picture of how the focus student is participating in the classroom.

Focus Student Activity: Is the student I'm interested in behaving similarly or differently from the rest of the students?

- **active/match**—the student is actively engaged in what is going on just like the rest of the group.
- **passive/match**—the student is passive - maybe engaged, maybe not but so is everyone else.
- **active/not match**—the student is actively engaged in the lesson/activity; but the rest of the class is pretty passive - maybe engaged, maybe not.
- **passive/not match**—the rest of the class is actively engaged in the lesson/activity; but the student I'm interested in is passive –maybe engaged, maybe not.
- **unengaged/disruptive**—the student is clearly not engaged,- acting "inappropriately for the setting/ activity. S/he "stands out" from the group.

Learning: How do the focus student's learning activities compare to the rest of the class? (Note: if activity has a combination of adapted materials or content and instruction etc. mark both descriptors for that time interval)

- **identical**—the student's activity has the same in outcomes, teaching, and content/materials as general class activity (i.e. student is involved in same history unit, using same worksheet and being instructed in same format as other students).
- **different content/materials**—the student's activity

has similar outcomes and teaching but different content or materials (i.e. student is involved in same addition following same teaching, but using a calculator, or completing even problems only).

- **different teaching**—the student's activity has similar content and materials but different teaching (i.e. student is involved in same health quiz ,using same test, but is having answers read to him).
- **different outcomes**—the student's activity uses similar materials and teaching, but the student's learning outcomes are entirely different (i.e. student is involved in measuring activity, using same worksheet and ruler, but is reading out the numbers pointed to on the ruler).
- **parallel activity**—the student is engaged in an isolated activity that does not match the format or instruction of the rest of the class (i.e. student is in 5th grade math class, working on addition worksheet with support staff while other students are being given a lecture on metric measure).

Grouping: How is the student I'm interested in grouped?

- **whole class**—working as a part of the general whole-class group, adult(s) is teaching students (including my focus student) as a whole class.
- **> 5**—working in a group larger than 5
- **3 - 5**—working in a group of three to five
- **pairs**—working in a group of two
- **1:1/independent**—working individually with assigned adult or independently

WHO S(HE)'S DOING THINGS WITH

This is the picture of who the focus student is interacting with and the format or quality of those interactions. (Note: For each of these categories, if more than one person provides instruction to or interacts with the student during a time interval, mark all descriptors that apply and circle the descriptor most prevalent).

Teaching Interactions: Who is teaching the focus student most of the time?

- **cooperative group**—student is completing activity or involved in activity as part of a cooperative group.
- **independent**—target student is working independently or individually as part of the whole classroom activity.
- **peer tutor**—an assigned peer is teaching or helping the student.
- **teacher/assistant**—classroom teacher or other adult member of this classroom is teaching.
- **1:1/support specialist**—assigned support staff who is not a member of this classroom is providing 1:1 instruction.

Student/Adult Interactions: What adults are interacting with the student and how do those interactions compare to those other students have with these same adults?

- **teacher/natural**—the student is involved in at least one interaction with the classroom teacher or assistant which is natural in respect to the situation (i.e. appropriate for his/her age, similar to adult interactions with other students in the class).
- **support staff/natural**—the student is involved in at least one interaction with a support staff person which is natural with respect to the situation (i.e. appropriate for his/her age, similar to adult interactions with other students in the class.)
- **teacher/"artificial"**—the student is involved in at least one interaction with the classroom teacher or aide which is negative or odd in some way (i.e. inappropriate for his/her age, different than adult interactions with other students in class.)
- **support staff/"artificial"**—the student is involved in at least one interaction with a support staff person which is negative or odd (i.e. inappropriate for his/her age, different than adult interactions with other students in the class.)
- **none for the time period**—the student is involved in no direct interactions with adults during this time block.

Student/Peer Interactions: What other students does the focus student interact with and how appropriate are those interactions?

- **peer/natural**—the student is involved in at least one interaction with another peer which is natural with respect to the situation (i.e. similar to the interactions between other students in the class.)

- **peer/artificial**—the student is involved in at least one interaction with another peer which is negative or odd in some way (i.e. inappropriate for his/her age, different than interactions between other students in the class.)

- **none**—the student is involved in no interactions with other students during this time block.

OTHER THINGS GOING ON GENERALLY

This is a picture of the classroom or activity in general that helps explain what is happening.

Setting Mood: What is the general mood and activity level of the classroom at this point?

- **action/discussion**—students are moving around the room and there is conversation or discussion.

- **action/quiet**—students are moving around the room, but generally the room is quiet.

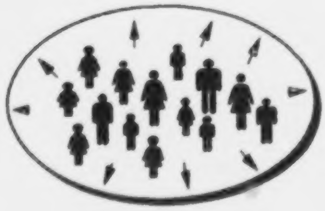
- **mixed**—some students are seated and some are moving around, and/or some students are quiet and seated and some are in coversations or discussions

- **seated/discussion**—students are seated and there is coversation or discussion going on.

- **seated/quiet**—students are seated and the room is quiet.

3

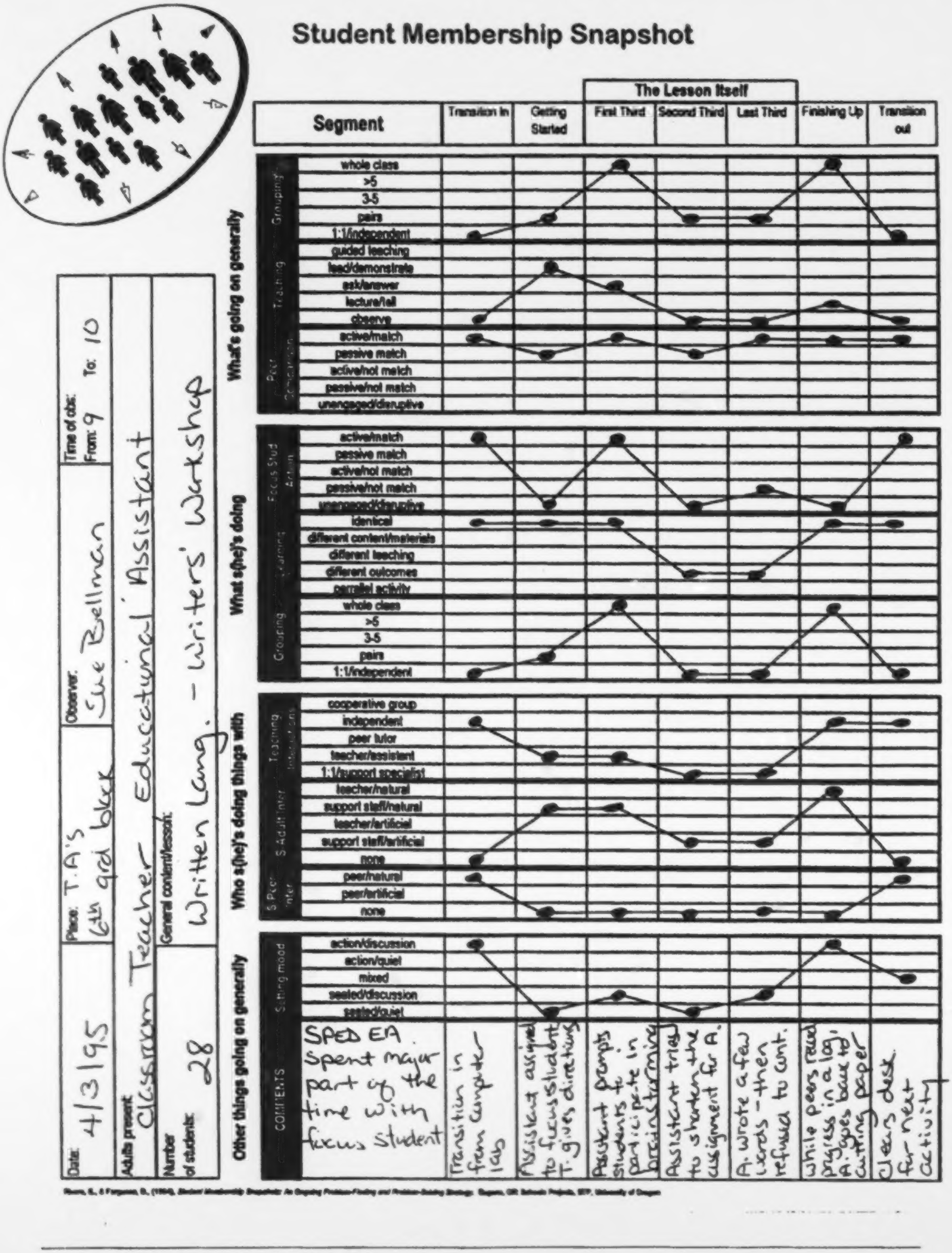
Three Examples of Supporting Membership



*A*t its core, the SMS is a tool for guiding the observation of students in learning activities. Using the SMS, you examine the fit between your teaching practices and the learning style, curricular outcomes, and social connectedness of a particular student. The SMS also assists you to reflect on the situation, identify issues, and provide members of your teaching team with information to answer the question, "If we want to build a community of learners where all students are fully members, how might we proceed?".

We've included expanded examples from our collaborations with different teaching teams as they've worked to support the learning membership of students in their classrooms. These examples provide brief illustrations of how the SMS can be used to problem-find and problem-solve around issues of students' learning styles, curricular outcomes, and social connectedness.

At the conclusion, we have included some final thoughts and reflections for thinking about the possibilities of learning membership for all students. We hope these will provide a jumping off point for your own problem-finding and problem-solving.

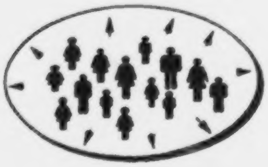


Student Membership Snapshot

Date: 4/3/95	Place: T.A's 6th grd block	Observer: Sue Bellman	Time of obs: From: 9 To: 10
Adults present: Classroom Teacher, Educational Assistant			
Number of students: 28	General content/lesson: Written Lang. - Writers' Workshop		

			Transition In	Getting Started	First Third	Second Third	Last Third	Finishing Up	Transition out
What's going on generally	Grouping	whole class			●			●	
		>5							
		3-5							
		pairs		●		●	●		
		1:1/independent	●						●
	Teaching	guided teaching							
		lead/demonstrate		●					
		ask/answer			●				
		lecture/tell						●	
		observe	●			●	●		●
	Peer Comparison	active/match	●		●		●	●	●
		passive match		●		●			
		active/not match							
		passive/not match							
		unengaged/disruptive							
What s(he)'s doing	Focus Stud Action	active/match	●		●				●
		passive match							
		active/not match							
		passive/not match					●		
		unengaged/disruptive		●		●		●	
	Learning	identical	●	●	●			●	●
		different content/materials							
		different teaching							
		different outcomes				●	●		
		parallel activity							
	Grouping	whole class			●			●	
		>5							
		3-5							
		pairs		●					
		1:1/independent	●			●	●		●
Who s(he)'s doing things with	Teaching Interactions	cooperative group							
		independent	●					●	●
		peer tutor							
		teacher/assistant		●	●				
		1:1/support specialist				●	●		
	S-Adult Inter	teacher/natural						●	
		support staff/natural		●	●				
		teacher/artificial							
		support staff/artificial				●	●		
		none	●						●
	S-Peer Inter	peer/natural	●						●
		peer/artificial							
		none		●	●	●	●	●	
Other things going on generally	Setting mood	action/discussion	●					●	
		action/quiet							
		mixed							●
		seated/discussion			●		●		
		seated/quiet		●		●			
	COMMENTS	SPED EA spent major part of the time with focus student	Transition in from computer lab	Assistant assigned to focus student T. gives directions	Assistant prompts students to participate in brainstorming	Assistant tries to shorten the assignment for A.	A. wrote a few words - then refused to cont.	while peers recd progress in a log, A. goes back to cutting paper	Clears desk for next activity

Figure 1: Student Membership Snapshot



SUPPORTING LEARNING MEMBERSHIP FOR SOMEONE WITH DIVERSE LEARNING STYLES

ADAM: *He reads everything he sees... if only we could get him to write!*

Remember Adam? His teacher Tom has been troubling over Adam's avoidance of written expression. He has tried some accommodations like giving tests orally. Still, Tom is concerned. Now that he is using an integrated curricular approach that really emphasizes language arts, Adam's learning style differences are even more troubling. Adam's learning membership is becoming problematic.

Tom brought his concerns about Adam up during Monday's 6th grade team meeting. After listening to Tom's concerns, the teachers agreed that Adam's refusal of writing tasks would be a real issue as he went through junior high and high school. But the team decided they needed more information. So Tom asked one of the other 6th grade teachers to observe his Writer's Workshop lesson on Wednesday.

Sue Bellman, who has a student teacher this term, came to observe Tom's class using the SMS. Figure 1 is an example of what Sue recorded as she watched the Writer's Workshop lesson.

When the class comes in from the computer lab, Adam transitions in along with everyone else and gets his materials. As soon as Tom starts the lesson, pairing students up, he assigns the educational assistant to work directly with Adam. Adam starts fidgeting in his desk, cutting up paper. Adam starts participating when Tom calls the whole class together to brainstorm ideas for their poetry. For the rest of the lesson, students are directed to write individually, share their writing with their partner, then record their progress in their logs. Adam's action again drops to unengaged or passive. The SMS also shows that while other students stay in their partner groups, Tom has Adam work alone with the educational assistant. In fact, all of Adam's interactions - teaching, adult to student, and student to student drop when his assignment is changed.

While Sue is observing, she reflects on Adam's reaction to and participation in different aspects of Tom's lesson. Before she leaves Sue considers the other reflective questions on this part of the SMS. She records her thoughts about the overall quality of the setting and especially Adam's fit with the class and people. Figure 2 provides an example of Sue's reflections about the lesson.

Adam has some good role models for writing in Tom's class. The other students enjoy the writing format. Adam seems to want to work with his peers and resents being assigned to work with the educational assistant. However, he also has trouble beginning his pre-writing assignment independently.

Sue left the SMS with Tom. After reviewing the information, Tom decided he wanted assistance puzzling through potential issues and possible solutions. He brought the SMS to Friday's 6th grade team meeting.

Tom and Sue shared the SMS information with their team members. Using the last page of the SMS, the team began problem-solving. Figure 3 provides an example of their work.

The team began to brainstorm about possible changes for the whole class (e.g. breaking the writing portion of the lesson into shorter chunks) and Adam in particular (.e.g. having assistant float around the room, providing a variety of writing formats). Next they decided who to involve in making these changes.

Lastly, Tom decided where he wanted to start making changes. Steps for getting started were listed with some target dates. Tom asked to repeat the SMS in three weeks to see how things were going.

Student Portrait

A.R.

What is the student's reaction to/engagement in the planned learning activities?

Transition In	Class transitions in from computer lab - all rowdy, but know routine & expectations. Adam identical to peers
Getting Started	T. gives directions for poetry activity. Adam distracted, goes through desk, cutting up papers with scissors
First Third	Teacher presents examples of poetry, class brainstorms ideas. Adam participates after prompt from E.A.
Second Third	Students work indep. on prewriting. E.A modifies Adams task, Adam refuses to work
Last Third	Students share prewriting w/ partners. Adam with E.A. - hasn't produced anything
Finishing Up	Students record daily progress in their folders, file them & clean-up. Adam distracted, not participating
Transition Out	Adam did not complete activity, anxious to begin next activity

Final reflections... these are questions to ask yourself and others about the setting's overall quality and the focus student's role

Well, we know we can't be perfect all the time...but on the whole, how "turned on" are these kids about this activity? If you were one of these kids, how "turned on" would you be?

This poetry lesson was clearly defined & presented to the class with enthusiasm. The kids were interested & engaged.

How does this student get along with adults and kids?

Adam did not appreciate his one-on-one attention from the E.A. He wanted to work with peers, but was unwilling to contribute his own prewriting

How is the class useful for this student?

Good role modeling by peers for Adam to observe. He seemed to enjoy his teachers' poetry examples when he could focus on them

Figure 2: Student Portrait

What the issues seem to be.

AR

Do we need to change things for the whole class?

- curriculum, arrangement, presentation
- pacing no problem
- sequencing maybe shorter "chunks" of the poetry form
- grouping - create 1 poem per pair of students
- teaching structure - guided teaching for students who want it
- noise level - no problem
- other - choice of using computers

Do we need to change things for the student in particular?

- grouping - place in pairs w/ appropriate peer
- learning - give option of using smaller chunks
- teaching interactions - assistant back-off, let teacher or peer assist
- social interactions - work in a pair, share in grps. of 4 for revisions

Who should we involve?

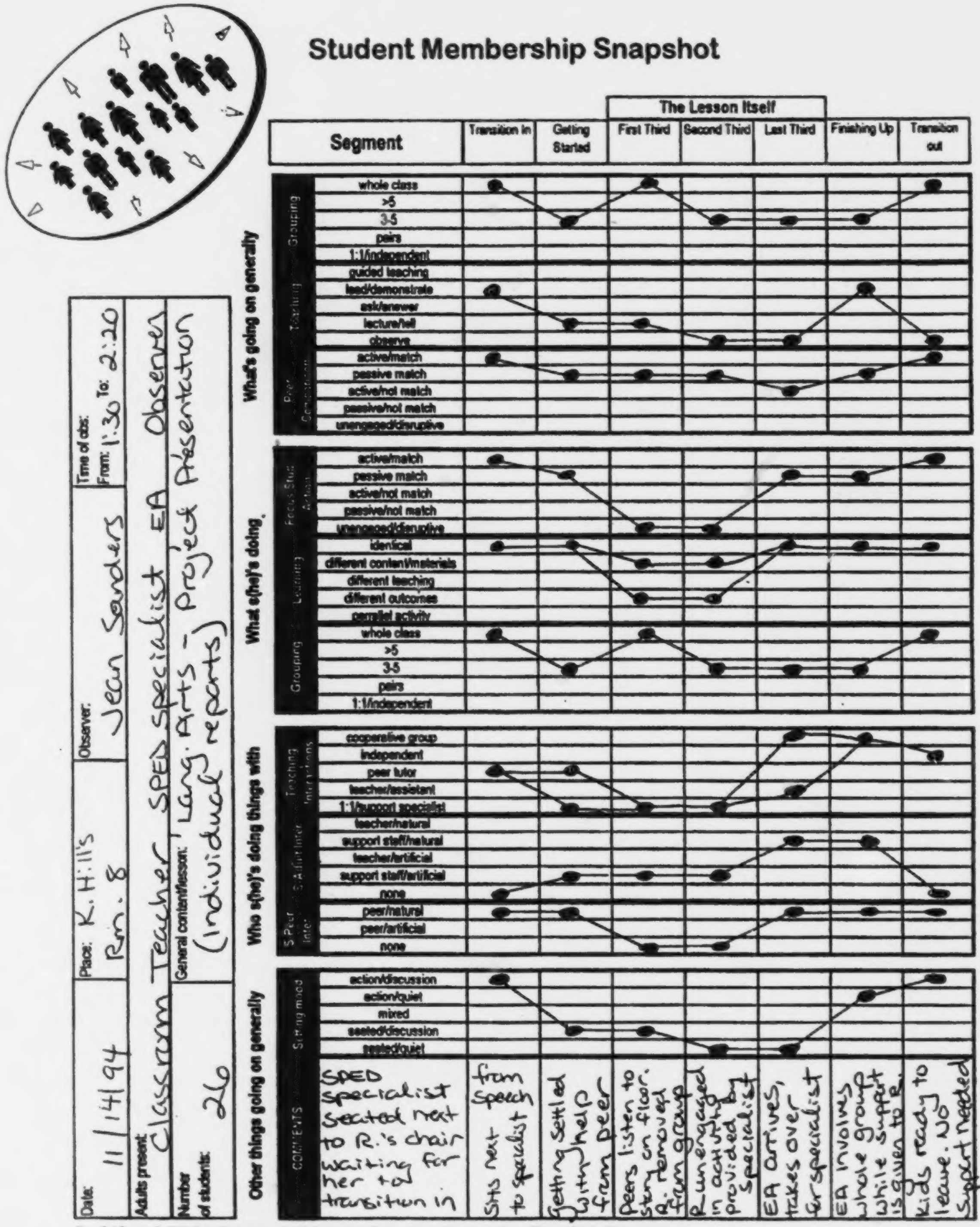
☑ special ed. teacher
☑ educational assistants
☐ individual students
☑ whole class
☐ case worker
☐ parents
☑ other - SLP to help preteach / reteach activity

What should we do now?

What	Where	When
Team meeting - Review learner choices for Writers' Workshop	4A	4/7
Class meeting - ask for student input ; ideas. incorporate computer lab time	classroom	next Monday

Rivers, E. & Ferguson, D.L. (1994). *Student Membership Snapshots: An Ongoing Problem-Finding and Problem-Solving Strategy.* Eugene, OR: Schools Projects STP, University of Oregon.

Figure 3: What the Issues Seem To Be



Student Membership Snapshot

Date: 11/14/94

Place: K. Hill's Rm. 8

Observer: Jean Sanders

Time of obs: From: 1:30 To: 2:20

Adults present: Classroom Teacher, SPED specialist, EA, Observer

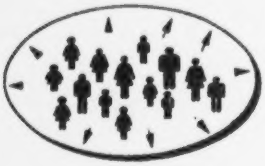
Number of students: 26

General content/lesson: Lang. Arts – Project Presentation (Individual reports)

Segment	COMMENTS
	SPED specialist seated next to R.'s chair waiting for her to transition in
Transition in	Sits next to specialist from speech
Getting Started	Getting settled with help from peer
The Lesson Itself: First Third	Peers listen to story on floor. R. removed from group
The Lesson Itself: Second Third	R unengaged in activity provided by specialist
The Lesson Itself: Last Third	EA arrives, takes over for specialist
Finishing Up	EA involves whole group while support is given to R.
Transition out	Kids ready to leave. No support needed

What's going on generally
Grouping
whole class
>5
3-5
pairs
1:1/independent
Teaching
guided teaching
lead/demonstrate
ask/answer
lecture/tell
observe
Peer Comparison
active/match
passive match
active/not match
passive/not match
unengaged/disruptive
What s(he)'s doing
Focus Stud. Action
active/match
passive match
active/not match
passive/not match
unengaged/disruptive
Learning
identical
different content/materials
different teaching
different outcomes
parallel activity
Grouping
whole class
>5
3-5
pairs
1:1/independent
Who s(he)'s doing things with
Teaching Interactions
cooperative group
independent
peer tutor
teacher/assistant
1:1/support specialist
S. Adult Inter.
teacher/natural
support staff/natural
teacher/artificial
support staff/artificial
none
S. Peer Inter.
peer/natural
peer/artificial
none
Other things going on generally
Setting mood
action/discussion
action/quiet
mixed
seated/discussion
seated/quiet

Figure 4: Student Membership Snapshot



SUPPORTING LEARNING MEMBERSHIP FOR SOMEONE WITH DIFFERENT CURRICULAR OUTCOMES

RHONDA: *Even art gets pretty technical in third grade*

Supporting Rhonda's membership in her classroom has become a frustrating issue for Kathy, her teacher. Rhonda's unique learning outcomes, need for support persons and occasional displays of disruptive behavior provide a constant challenge for this class of 26 third graders.

Kathy brought her frustrations to a weekly study team meeting consisting of Rhonda's special education caseworker, the school psychologist, 2 educational assistants, the speech-language pathologist and a visiting behavior consultant. After much discussion, Jean, the speech-pathologist, offered using the SMS to observe Rhonda's participation in Kathy's class during language arts later that week.

Rhonda, returning from a speech lesson comes into the class with Jean. Sandra, Rhonda's caseworker, has already arrived and is waiting to support her during the class language arts activity. Jean finds a place at a nearby table grouping to sit with students while recording her observations on an SMS. Figure 4 reflects the following information.

Rhonda, excited to be back among her peers at her table group, visits while the class gets ready to begin their activity. Sandra has brought a box of materials for Rhonda to work with and sits close to her chair. All students listen attentively while Kathy explains today's activity. Then she invites the class to join her on the floor to listen to a short story. Rhonda leaves her table group with a peer, receiving strict instructions from Sandra to sit QUIETLY while Kathy reads.

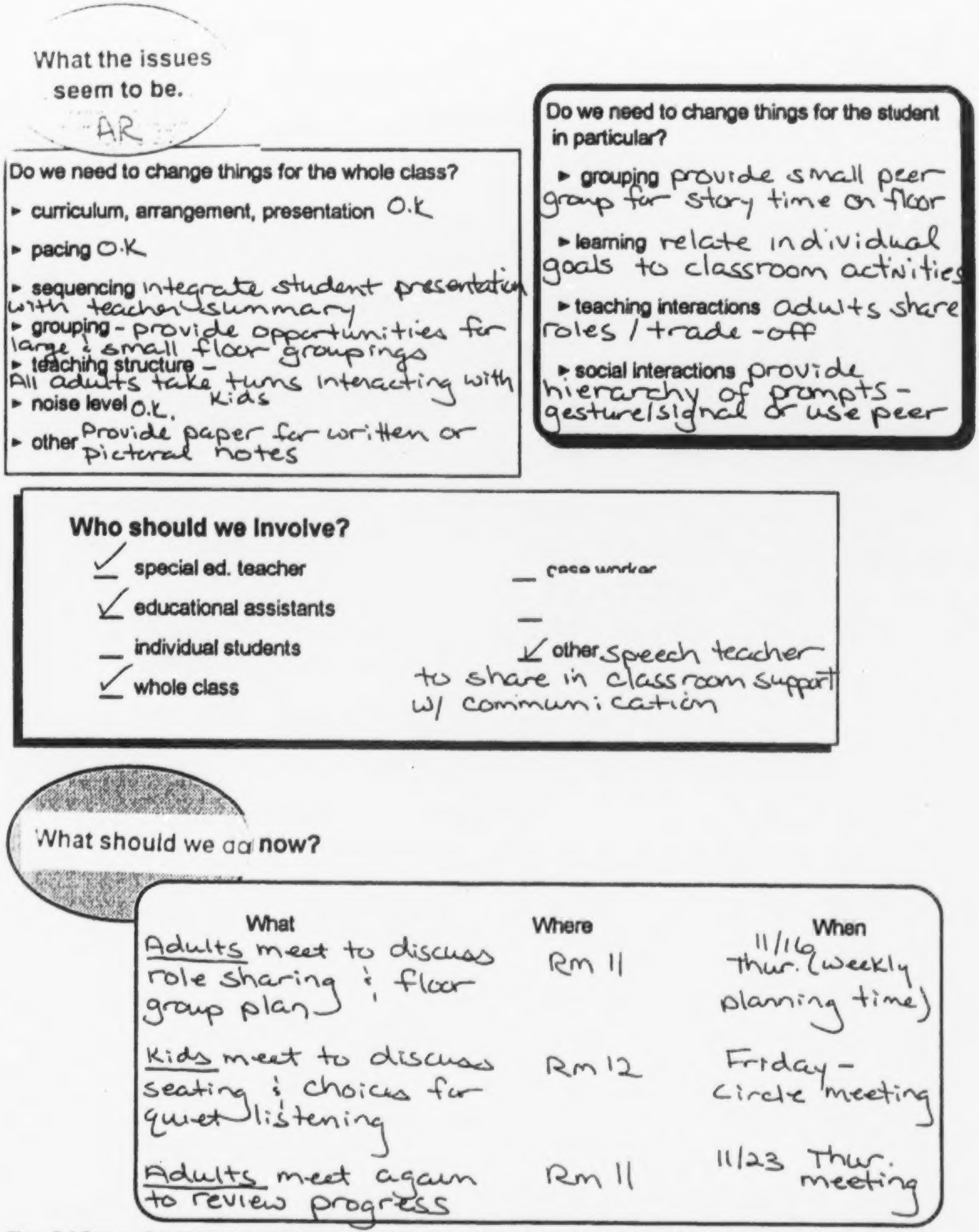
Rhonda begins to look around and becomes unengaged from the story activity. Sandra attempts to cue Rhonda from across the room unsuccessfully. Rhonda's inattention increases to the point of disrupting her neighbors. Sandra removes Rhonda from the group. She brings Rhonda back to the table to work on a different activity. Rhonda remains unengaged. Other students are distracted looking over to watch Sandra and Rhonda at the table.

Later, everyone returns to their table groups for listening and sharing individual projects. At this point Sandra is relieved by Denise, an educational assistant. Denise sits in a chair at Rhonda's table group. She quietly passes out blank paper and crayons to all the students at Rhonda's table and whispers to them to draw a picture of what the presenter is sharing. The students begin to draw as they continue to listen to the presentations. Denise interacts with the whole table group for the remainder of her support time. She asks questions of all the students at the end of each presentation. Her questions for Rhonda reflect academic areas that are specific to her individual curricular goals (e.g. counting, identification of colors, animals, sequencing events, etc.).

Figure 5 illustrates Jean's reflections on Rhonda's reactions to the activity, her surrounding environment and support. It allows Jean to consider the overall quality of this days' lesson.

Jean left the partially completed SMS with Kathy. Kathy brought this to the following week's study team meeting to brainstorm with others. Their problem solving is illustrated in Figure 6. The study team decided that all students might benefit if the support/teaching roles within the classroom were shared. This might benefit Rhonda by providing more direct guidance from Kathy. Information recorded on the SMS also suggested that students might benefit from a paper task to work on while they listen to lengthy oral presentations. Jean noted that Rhonda responded much more positively when she was involved in an identical activity within her table group. The team suggested the idea of teaching Rhonda's table group some peer teaching skills.

Kathy left the meeting with an agenda outlining the planned changes along with a listing of who would be involved.



What the issues seem to be.

AR

Do we need to change things for the whole class?

- curriculum, arrangement, presentation O.K
- pacing O.K
- sequencing integrate student presentation with teacher summary
- grouping - provide opportunities for large & small floor groupings
- teaching structure – All adults take turns interacting with kids
- noise level O.K.
- other Provide paper for written or pictoral notes

Do we need to change things for the student in particular?

- grouping provide small peer group for story time on floor
- learning relate individual goals to classroom activities
- teaching interactions adults share roles / trade-off
- social interactions provide hierarchy of prompts – gesture/signal or use peer

Who should we involve?

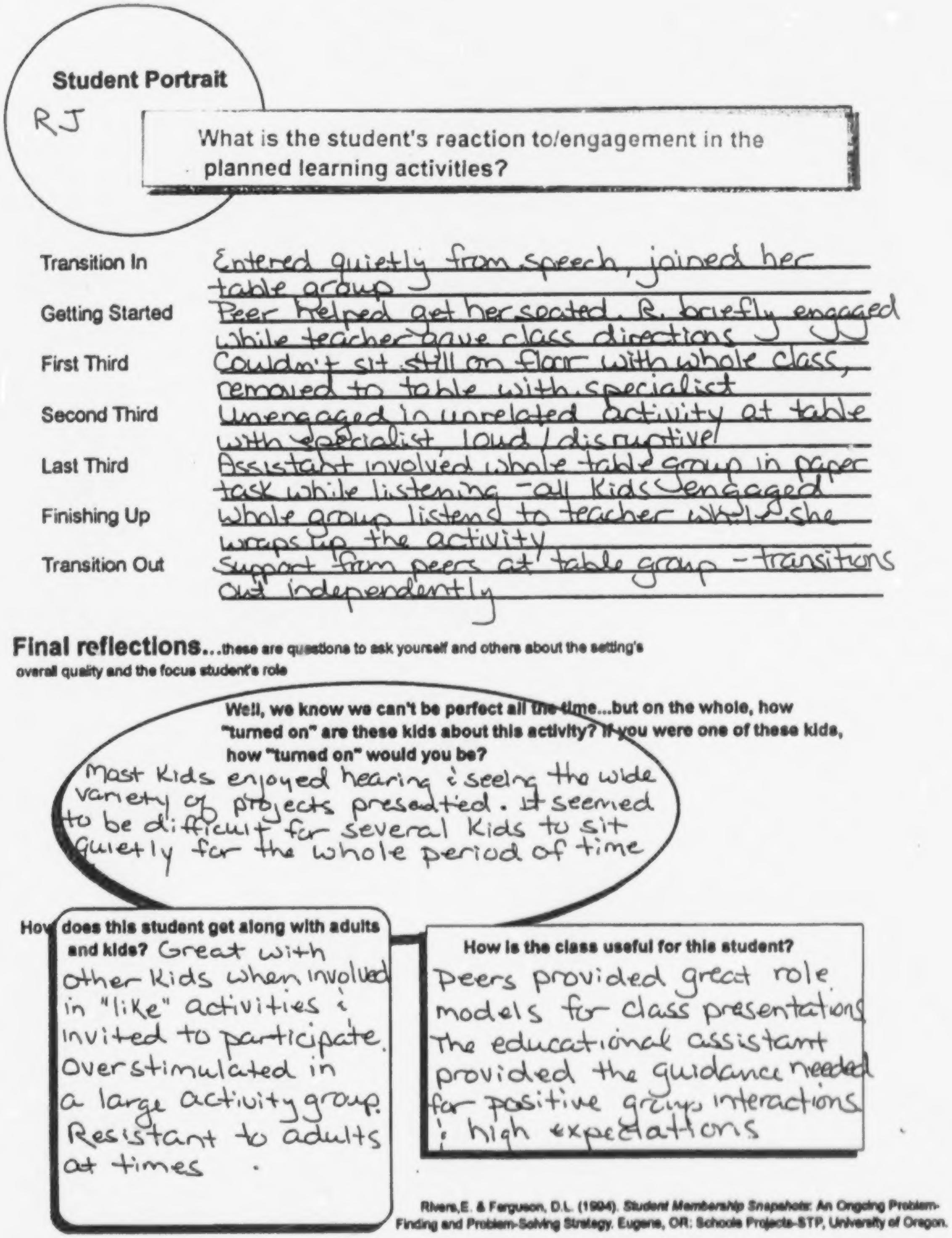
✓ special ed. teacher
✓ educational assistants
__ individual students
✓ whole class
__ case worker
__
✓ other speech teacher to share in classroom support w/ communication

What should we do now?

What	Where	When
Adults meet to discuss role sharing & floor group plan	Rm 11	11/16 Thur. (weekly planning time)
Kids meet to discuss seating & choices for quiet listening	Rm 12	Friday – Circle meeting
Adults meet again to review progress	Rm 11	11/23 Thur. meeting

Rivers, E. & Ferguson, D.L. (1994). *Student Membership Snapshots: An Ongoing Problem-Finding and Problem-Solving Strategy.* Eugene, OR: Schools Projects STP, University of Oregon.

Figure 5: What the Issues Seem To Be



Student Portrait

RJ

What is the student's reaction to/engagement in the planned learning activities?

Transition In	Entered quietly from speech, joined her table group
Getting Started	Peer helped get her seated. R. briefly engaged while teacher gave class directions
First Third	Couldn't sit still on floor with whole class, removed to table with specialist
Second Third	Unengaged in unrelated activity at table with specialist loud/disruptive
Last Third	Assistant involved whole table group in paper task while listening - all kids engaged
Finishing Up	Whole group listend to teacher while she wraps up the activity
Transition Out	Support from peers at table group - transitions out independently

Final reflections... these are questions to ask yourself and others about the setting's overall quality and the focus student's role

Well, we know we can't be perfect all the time...but on the whole, how "turned on" are these kids about this activity? If you were one of these kids, how "turned on" would you be?

Most kids enjoyed hearing & seeing the wide variety of projects presented. It seemed to be difficult for several kids to sit quietly for the whole period of time

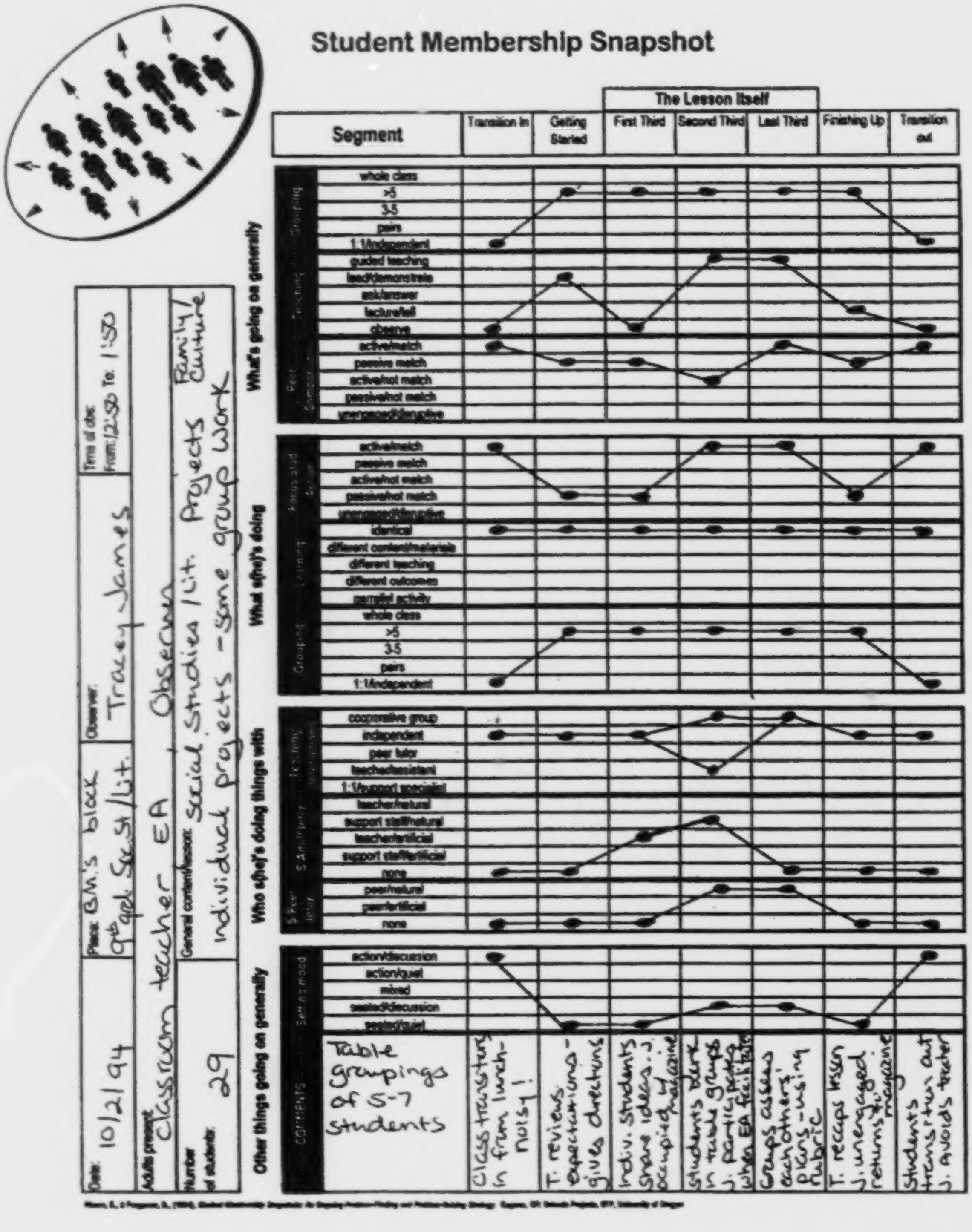
How does this student get along with adults and kids? Great with other kids when involved in "like" activities & invited to participate. Overstimulated in a large activity group. Resistant to adults at times.

How is the class useful for this student?

Peers provided great role models for class presentations. The educational assistant provided the guidance needed for positive group interactions & high expectations

Rivers, E. & Ferguson, D.L. (1994). *Student Membership Snapshots: An Ongoing Problem-Finding and Problem-Solving Strategy.* Eugene, OR: Schools Projects-STP, University of Oregon.

Figure 6: Student Portrait



Student Membership Snapshot

Date: 10/2/94

Place: BM's block 9th grd. Soc.St/Lit.

Observer: Tracey James

Time of obs: From: 12:50 To: 1:50

Adults present: classroom teacher EA, Observer

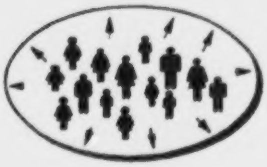
Number of students: 29

General content/lesson: social studies / Lit. Projects Family / Culture individual projects - some group work

Segment	Comments
	Table groupings of 5-7 students
Transition In	Class transitions in from lunch- noisy!
Getting Started	T. reviews expectations - gives directions
First Third	Indiv. students share ideas. J. occupied w/ magazine
Second Third	students work in table groups J. participates when EA facilitates
Last Third	Groups assess each others' plans - using rubric
Finishing Up	T. recaps lesson J. unengaged returns to magazine
Transition out	Students transition out J. avoids teacher

The Lesson Itself
Segment
Transition In
Getting Started
First Third
Second Third
Last Third
Finishing Up
Transition out
What's going on generally
Grouping
whole class
>5
3-5
pairs
1:1/independent
Teaching
guided teaching
lead/demonstrate
ask/answer
lecture/tell
observe
Peer Comparison
active/match
passive match
active/not match
passive/not match
unengaged/disruptive
What s(he)'s doing
Focus stud. Action
active/match
passive match
active/not match
passive/not match
unengaged/disruptive
Learning
identical
different content/materials
different teaching
different outcomes
parallel activity
Grouping
whole class
>5
3-5
pairs
1:1/independent
Who s(he)'s doing things with
Teaching Interactions
cooperative group
independent
peer tutor
teacher/assistant
1:1/support specialist
S Adult Inter.
teacher/natural
support staff/natural
teacher/artificial
support staff/artificial
none
S Peer Inter.
peer/natural
peer/artificial
none
Other things going on generally
Setting mood
action/discussion
action/quiet
mixed
seated/discussion
seated/quiet
COMMENTS

Figure 7: Student Membership Snapshot



SUPPORTING LEARNING MEMBERSHIP FOR SOMEONE NEEDING SOCIAL CONNECTIONS

JOSE: He just doesn't seem to be connecting with other kids

Jose has been quite a challenge for Beth Mehan. She has made several attempts to communicate with Jose about her frustration over his lack of participation and interaction during class. These exchanges have been brief and uncomfortable. Jose still isn't showing any indication of voluntarily interacting with other students or teachers. This especially worries Beth since collaboration and team work play a big part in her 9th grade intergrated social studies/literature class.

Beth asked her support team for suggestions. However not much was known about Jose. Even after six weeks of school, his previous academic records hadn't arrived. The team decided to have the schools' resource teacher come in the following week to observe Jose in Beth's class. Tracey James, the resource teacher, has occasionally team taught with Beth before, so she came Wednesday to interact with students and observe, recording information on the SMS. Figure 7 provides an example of Tracey's observations.

Jose comes into class from lunch break alone as groups of noisy 9th graders headed toward table groupings of 5-7 students. While Beth gets started explaining the day's activity, Jose quietly ignores her, pulling out a magazine. He continues to occupy himself with his magazine as individual students share project ideas with the class. When Jim, an educational assistant, steps in to facilitate interaction at Jose's table group; Jose puts down his magazine and listens. Jose continues to stay engaged with the five members at his table until Beth calls the class' attention to recap today's session. At this point, Jose turns his attention once again to his magazine. When the bell rings, he walks out of the room, carefully avoiding Beth.

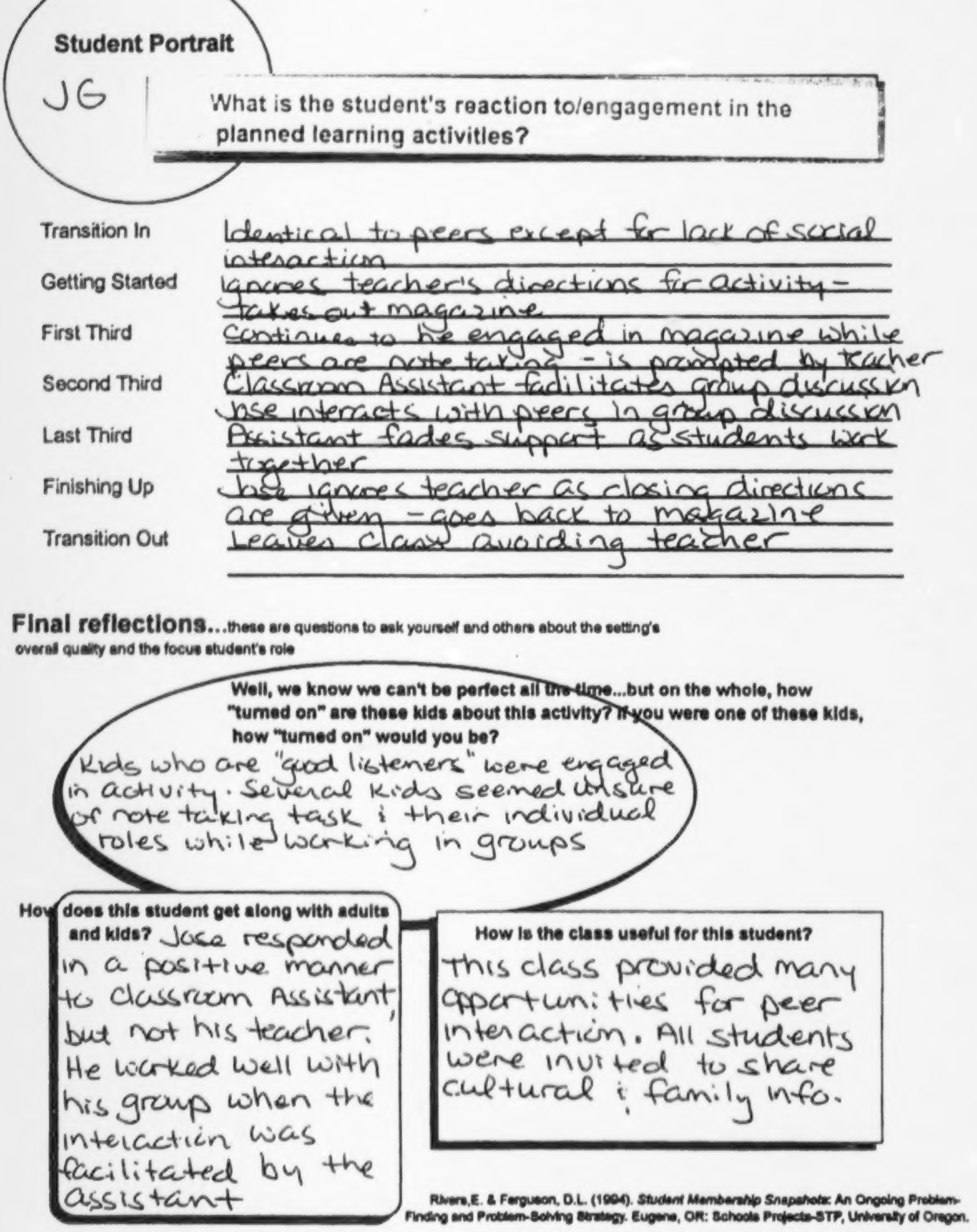
Tracey was struck by Jose's willingness to participate with his table group after Jim's initial facilitation. She also noticed that Jose withdrew his attention whenever the class was being addressed as a whole group. She recorded her thoughts on the *Student Portrait* section of the SMS. (Figure 8).

Jose's willingness to interact within his group was encouraging. With Jim's help and modeling, the other students were able to draw Jose into their group conversation. He appeared interested in his peers' ideas, but had some difficulty forming questions about their projects. Tracey gave the SMS to Beth as she left the classroom. Beth was puzzled but encouraged by the information.

Beth asked to get together with Tracey and Jim to discuss Tracey's observations in hopes of finding some solutions to her classroom frustrations. The issues and ideas they identified are shown in Figure 9. They thought breaking groups into smaller units for some "mini tasks" might help facilitate communication and sharing for Jose and other students who seemed to find it more difficult working in larger groups.

Beth, Jim and Tracey also decided they would try rotating their roles within the classroom, giving each the opportunity to interact with students on a regular basis. Beth decided to provide all students with a framework for group participation (e.g. specific topics to cover, questions to ask, etc.) . The group also decided that more input for class activities could be obtained from students and their families to expand the class' cultural, ethic, socioeconomic, and personal traditions and interests. They noted this in the *Who Should We Involve* section.

Beth left the meeting with specific steps for getting started. She decided to use the SMS the following month to observe the class while Tracey taught.



Student Portrait

JG

What is the student's reaction to/engagement in the planned learning activities?

Transition In: Identical to peers except for lack of social interaction

Getting Started: Ignores teacher's directions for activity - takes out magazine

First Third: Continues to be engaged in magazine while peers are note taking - is prompted by teacher

Second Third: Classroom Assistant facilitates group discussion Jose interacts with peers in group discussion

Last Third: Assistant fades support as students work together

Finishing Up: Jose ignores teacher as closing directions are given - goes back to magazine

Transition Out: Leaves class avoiding teacher

Final reflections... these are questions to ask yourself and others about the setting's overall quality and the focus student's role

Well, we know we can't be perfect all the time...but on the whole, how "turned on" are these kids about this activity? If you were one of these kids, how "turned on" would you be?

Kids who are "good listeners" were engaged in activity. Several kids seemed unsure of note taking task & their individual roles while working in groups

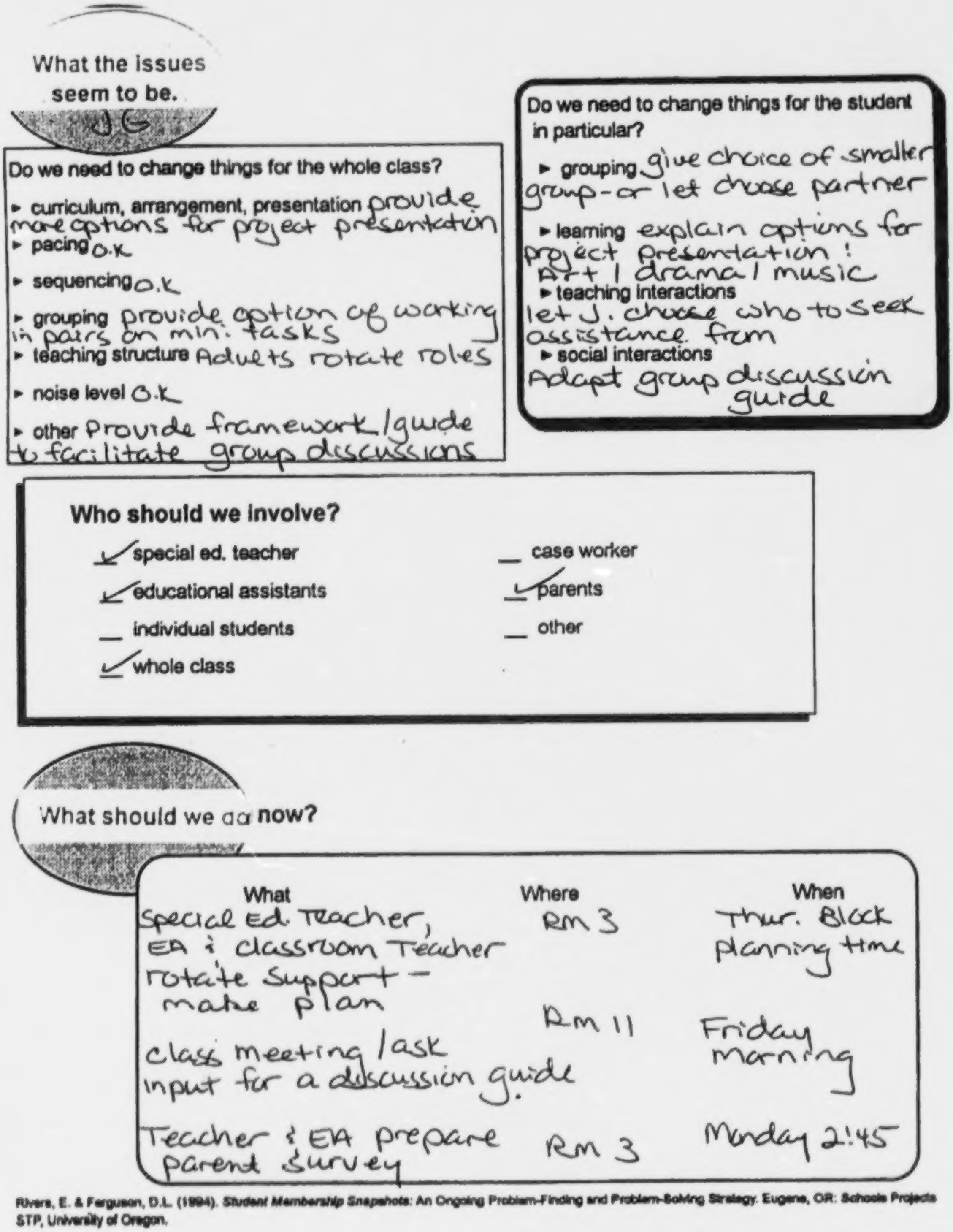
How does this student get along with adults and kids? Jose responded in a positive manner to classroom Assistant, but not his teacher. He worked well with his group when the interaction was facilitated by the assistant

How is the class useful for this student?

This class provided many opportunities for peer interaction. All students were invited to share cultural & family info.

Rivers, E. & Ferguson, D.L. (1994). *Student Membership Snapshots: An Ongoing Problem-Finding and Problem-Solving Strategy.* Eugene, OR: Schools Projects-STP, University of Oregon.

Figure 8: Student Portrait



What the issues seem to be.
J G

Do we need to change things for the whole class?

- curriculum, arrangement, presentation provide more options for project presentation
- pacing O.K
- sequencing O.K
- grouping provide option of working in pairs on mini. tasks
- teaching structure Adults rotate roles
- noise level O.K
- other Provide framework / guide to facilitate group discussions

Do we need to change things for the student in particular?

- grouping give choice of smaller group - or let choose partner
- learning explain options for project presentation! Art / drama / music
- teaching interactions let J. choose who to seek assistance from
- social interactions Adapt group discussion guide

Who should we involve?

✓ special ed. teacher
✓ educational assistants
_ individual students
✓ whole class

_ case worker
✓ parents
_ other

What should we do now?

What	Where	When
Special Ed. Teacher, EA & classroom Teacher rotate Support - make plan	Rm 3	Thur. Block planning time
class meeting / ask input for a discussion guide	Rm 11	Friday morning
Teacher & EA prepare parent survey	Rm 3	Monday 2:45

Rivera, E. & Ferguson, D.L. (1994). *Student Membership Snapshots: An Ongoing Problem-Finding and Problem-Solving Strategy.* Eugene, OR: Schools Projects STP, University of Oregon.

Figure 9: What the Issues Seem To Be

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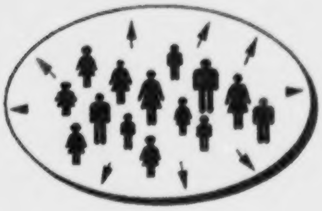
Student Membership: Some final reflections



Things are changing rapidly in schools for both teachers and students. One of our biggest challenges as educators is supporting the full learning membership of the ever-increasing variety of students present in todays' schools. The Student Membership Snapshot is a tool assisting educators in this task - to find and solve some of the problems we face when we take on the challenge to expand our classroom communities and include wider student diversity.

We've included a few thoughts for further reflection and continued action to support students' full learning membership.

SOME THOUGHTS:

- Accommodating diversity and achieving learning membership for our students is more like a journey than an event. A sense of purpose is identified, considered, and continuously shaped and reshaped.
- School improvement is a problem-rich process. Coming to see these problems as our friends -opportunities for thoughtful observation and creative action is the goal. Success is not fewer problems but better solutions.
- The experience of making meaningful change may also heighten teachers' feelings of empowerment.
- Teachers currently have no guided way of discussing children together using a shared language
- "Good schools are always unique...do not follow a generic, one-size-fits-all approach to education, but rely instead on a community of people working together, figuring out how to solve problems and improve their school on a daily basis, then having the freedom to act on their conclusions." (Ayers, 1993, p.133)

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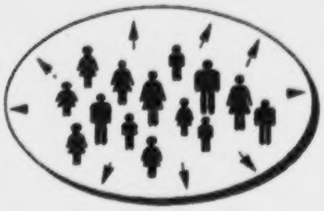

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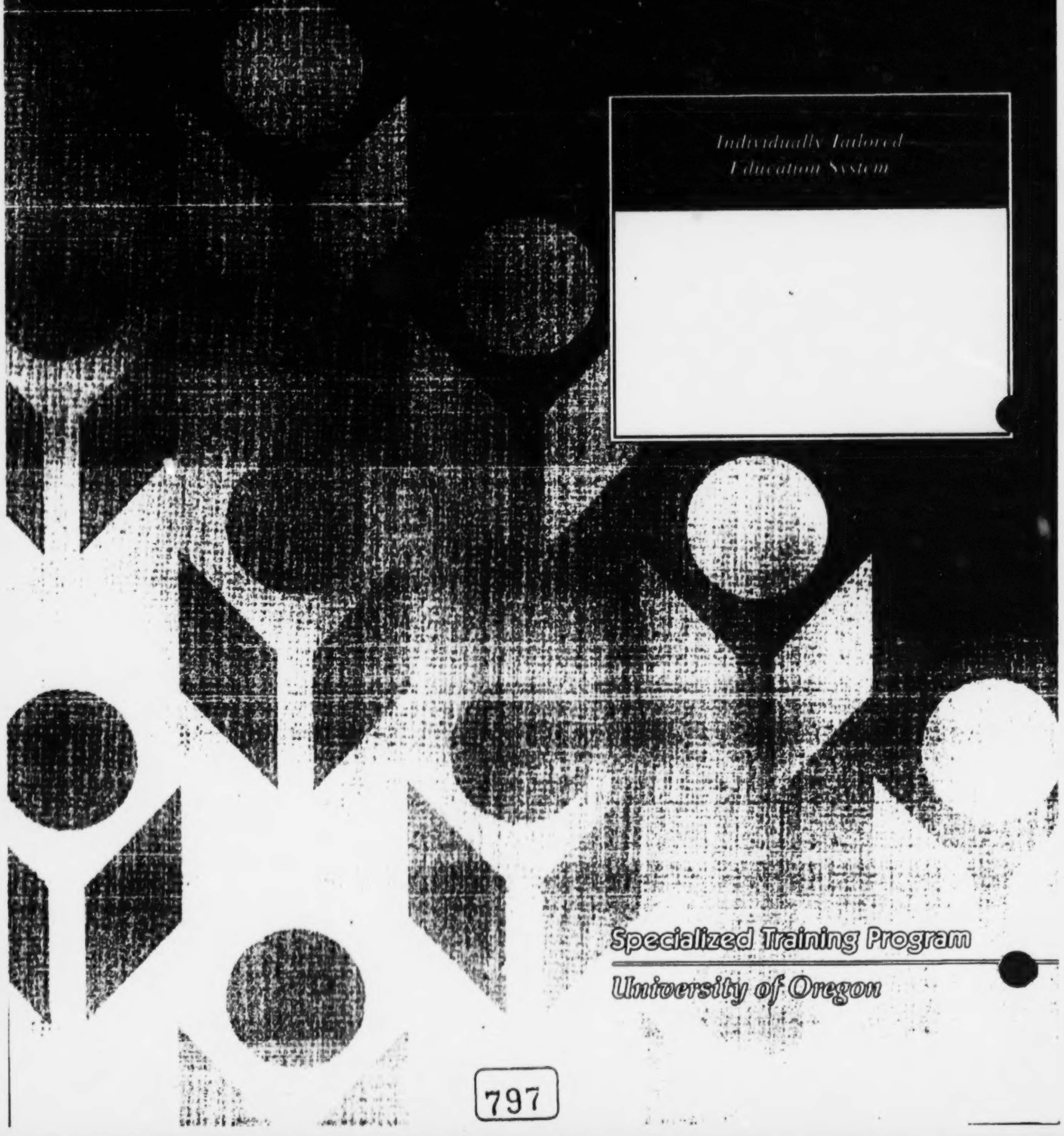

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